

IDENTIFICATION OF GENDER BIAS IN THE TEXTBOOKS OF SECONDARY SCHOOLS IN KARNATAKA

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FOREWORD

The status of women determines the cultural values of a country. Women who constitute 49% of the total population are undisputably the precious human resource that decide the path of progress. No country can progress that disregards the claims of equality for women. Even when the Constitution and the Judiciary proclaim equality irrespective of sex, caste and religion, we see blatant disregard for equality in all the spheres of life.

As a result of this inequality in social, cultural, economic and political spheres, women have been subjected to discrimination and exploitation. Centuries of patriarchal dominance has reduced them to people with low self-esteem, dependence and helplessness. To rejuvenate them, education is the effective instrument. But, if the learning tools, i.e., textbooks are rife with gender bias, the seeds of inequality are sown in the minds of boys and girls, and education cannot achieve its real objectives.

Content analysis of textbooks give the educationists, administrators and textbook writers a clear picture of the existing gender bias and a direction to make the textbooks totally unbiased. This project is step towards that direction. I hope that this endeavour is appreciated and internalised by all concerned.

PROF. G. RAVINDRA
PRINCIPAL

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CHAPTER I

INTRODUCTION

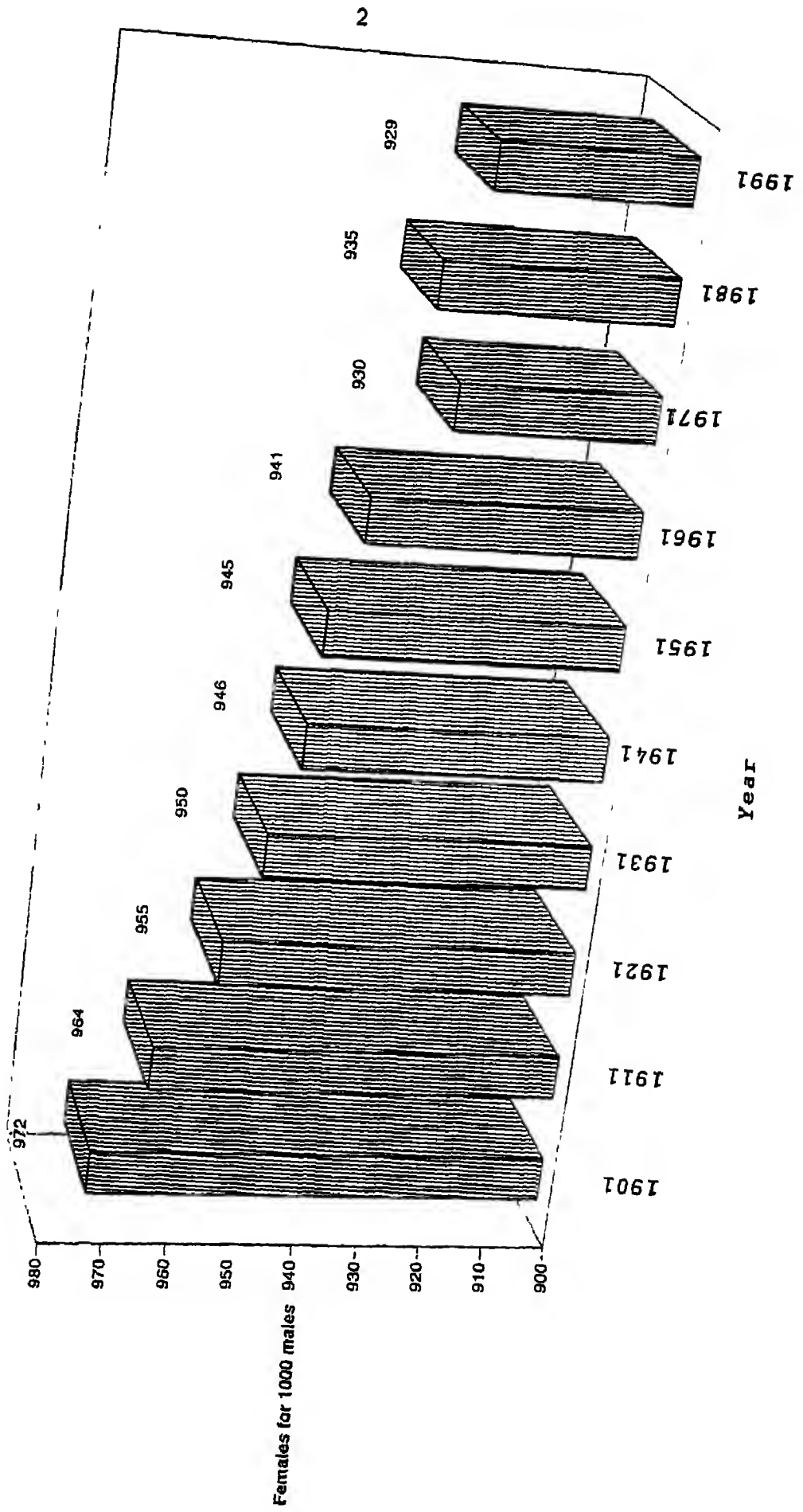
Statement of the Problem

Women are seen as consumers and not as producers. Their work is unpaid, unaccounted for and invisible. But household activities are now being viewed as contributing to the real income and consumption of the household. They are breadwinners in addition to performing household work. They face economic exploitation and sexual harassment. There is sexism in all social spheres; within the family, society, economy and polity in the form of declining sex ratio, poor health status and declining and continuing labour force participation.

More alarming than the overall situation is the fact that while the sex ratio for all population fell by 8 points during 1981-1991 in the age group 0-6 years, this has declined much more sharply from 962 to 945, i.e. by 17 points. (See Figure 1).

Females suffer greater loss of life in all age groups from birth to the age of 34 years, with the trends reversing after that. The death rates in rural areas are twice as high as those compared to urban areas. The primary causes for higher female mortality range from female foeticide and female infanticide to a conscious neglect of health by parents and nutritional needs of a female child from birth through adolescence and youth. Moreover, early marriage,

FIGURE I: DECLINING SEX RATIO IN INDIA



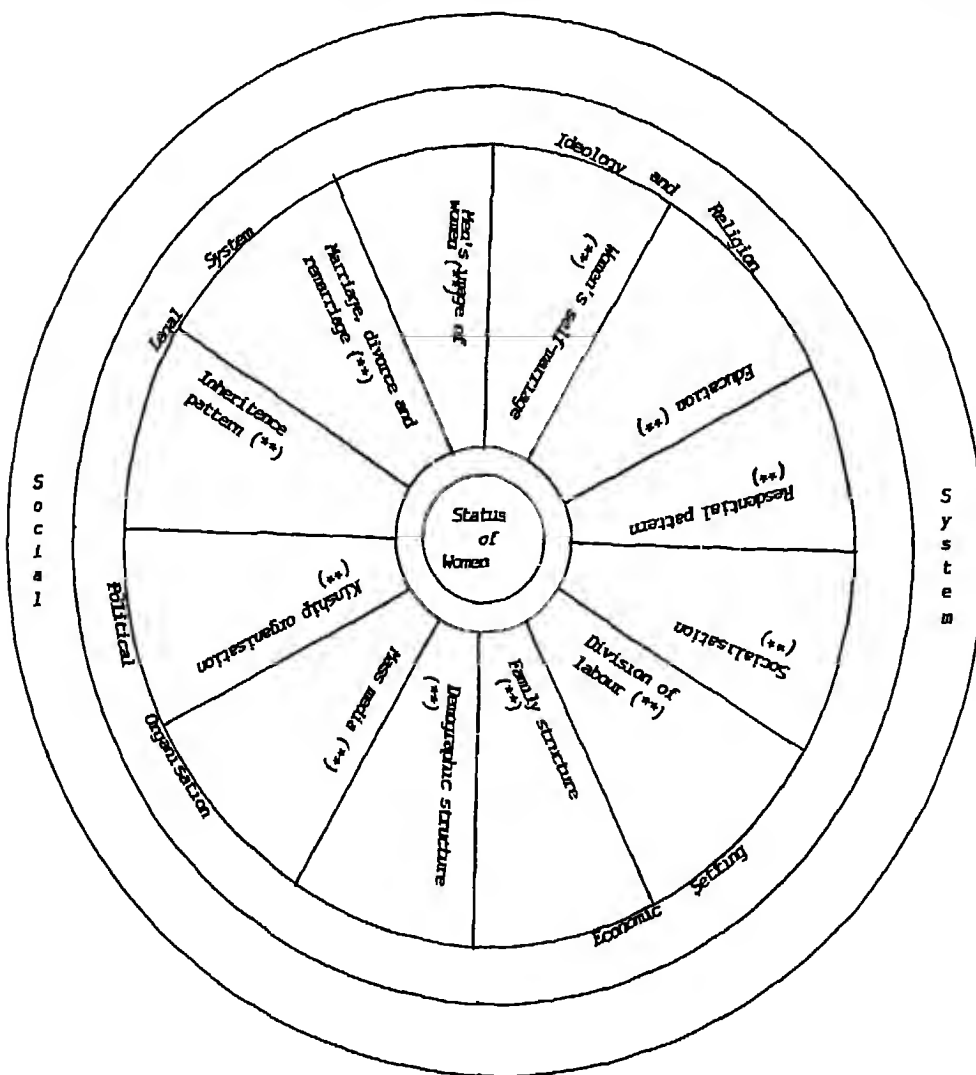
unsafe motherhood and lack of adequate medical attendance at child birth also play a major role. Poor health and development infrastructure together with illiteracy and discriminatory socio-cultural values, attitudes, beliefs and practices compound the already precarious conditions of female. This is especially applicable in rural India where three quarter of India's population live.

Women can enjoy a certain status vis-a-vis men in one sphere, but not in other, or some women can enjoy a higher status than other women in certain contexts, but not in other. In order to explain the existence of different scales of values for status ranking between men and women and the status hierarchy among women themselves. Epstein's model postulates that the relative status of women is cocooned in concentric social circles of which intra-familial arrangement constitute the innermost and the one circle which most immediately influences gender relationships. There are four separate social fields stating hierarchies - comprising economic setting, political organisation. Legal system and ideology and religion. A number of socio-cultural factors such as education division of labour and mass media, "'intervene between each social field' and inter-familial arrangements in which women are cocooned much more so than men". (Epstein, p. 42).

Thus, even if a set of comprehensive indicators are applied to measure the status of women, the exercise will be valid only at the point of time it is undertaken and for the

women of that particular society or sub-culture whose status is sought to be measured. Moreover, different generalisation of women, as well as women belonging to different ethnic, social, caste, cultural, religion or similar groups will enjoy different rights privileges, even where the law makes no such distinction. Public opinion and social moves often determine the pace of recognition even of legally sanctioned changes to improve the status of women.

THE STATUS OF WOMEN COCOONED IN THE SOCIAL SYSTEM



Source: Epstein, T.S., "Socio-Cultural and Attitudinal Factors Attaining the Status of Women in South Asia", ESCAP, Status of Women in Asia and the Pacific, Bangkok, 1989, p. 42.

In any discussion on the status of women, it is more meaningful to consider those dimensions which contribute significantly to their upliftment. While the precise mix of factors which will help to change the status of women in a particular society will be partly dependent on subjective and society specific variables. It is nevertheless possible to paint on a broad canvas those scenario which must necessarily be present in any context.

The pressure, anxiety and confusion about female and male roles are core issues of concerns related to society. Male pressures to perform, not show their feelings and female pressures to have children, to be sexually appealing without being sexual, factors which influence the high incidence of unwanted, untimely pregnancies, and stereotyped sex roles hinder people from developing their natural abilities and personalities. It also leads to gender discrimination against girls/women from the birth which is a pressing social issue. The contribution of all these perceptions have led to a low status for women in Indian society.

Early marriage combined with the pressure of poverty, girls are not sent to school. Other girls miss out on schooling because of lack of facilities within the habitat. Poor basic education prevents them from access to vocational and technical education. Instead, they are absorbed in unskilled, low paid and economic hardships, resulting in low prestige occupations, which has led to negative self-esteem.

This becomes an inter-generation phenomena. Often repressed, girls and women are not expected - to have a voice. They enjoy little freedom of expression and movement. They are not allowed to participate in decision making even in decisions which are about themselves. Brought up in this mode, they are unable to participate in political process and leadership, and decision-making continues in the hands of the male.

The Indian Constitution grants not only equality to women but empowers the state to take special measures to raise the status of women. The Constitution renounces any practice derogatory to the women and enjoins to have equal rights and opportunities in political, economic and social spheres. Article 45 enjoins on the state to provide for free and compulsory education for all children upto the age of 14 irrespective of sex.

As far back as 1965, Indian education policy makers talked of intensive efforts to eradicate all traditional concepts of female inferiority. As has been pointed out by the Indian Education Commission of 1966 that, "It is unscientific to divide tasks and subjects on the basis of sex and to regard some of them as masculine and others as feminine. Similarly, the fact that the so called psychological differences between the two sexes arise, not out of sex but out of social conditioning, will have to be widely publicised and people will have to be made to realise that stereotypes of masculine and feminine personalities do more harm than good".

Before 1974, Indian school curriculum generally followed the patriarchal tradition which type casts individuals in unequal gender based roles. Boys were prepared to achieve in the market place, while girls were trained to obey and please in the house. At the inception of its educational policies for independent India, the Indian government proposed to develop a curriculum which promoted the sex role equality recognising the fundamental and basic equality between men and women it envisioned an educational system that would provide the basis for a new society where "the biological fact of sex will play a minor role to conform to a predetermined pattern of behaviour on the basis of his/her sex".

There is a tacit acceptance of the fact that in cultures where low valuation is placed on female life and dignity, women feel less than a person and have an inadequate and often a negative self concept. This is acquired during infancy and childhood and gets reinforced as they transit from childhood to adolescence to adulthood. Parents to begin with give a very strong sex role identity and a corresponding self-concept to their children. Later the school and society reinforce the same. They all teach girls and boys to believe that they are not only different but are also unequal; males are superior and powerful and females are inferior, subordinate and powerless. These two sets of adults, parents teachers and now increasingly the electronic and other media imaging, willingly or unwillingly

end up by promoting not only independent but often irresponsible behaviour in boys which is often aggressive and dominant in nature. The girls on the other hand are schooled to accept dominance and even violence against themselves, passivity and dependence as desired behaviour.

Therefore, the school in conjunction with parents has not only to extricate the girls from the low self concept and low self-esteem syndrome but has also to work consciously towards connecting the aggressiveness and overbearing self-concept of boys. Moreover, the unequal gender identities developed in a child gets further reinforced in schools. The school has, therefore, to work with both sets of children, boys and girls, and has to help develop in them a positive self-concept in keeping with the demands of our time. There are new social roles and immense possibilities open to all humans, regardless of race, religion or sex. The new institutions of constitutional democracy and scientific temper promote new achieved roles for men and women based on personal competence and human qualities rather than on masculine virtues and traits. The present day children have to be prepared for shared roles in the household, market and the polity on equal footing for harmonious living.

The school on the other hand, is pitched between infancy and early childhood, which is entirely controlled by parents, and the adult world which the child/adolescent enters at 18 years of age by which time two significant

developments have already taken place. Firstly, by age five a child has already acquired a group specific female or male sex role identity and self-concept and, secondly, the teachers, male or female, also come from the same communities/cultures with a strong sense of sex role appropriate behaviour.

The teachers are thus products of the same cultural conditioning that equate masculine with positive and dominance and feminine with negative and passivity. Thus, their own self-concept is highly gender specific. For them to become agents of change for reconditioning the perception of children for equality, they themselves have to undergo a process of reconditioning. They need to understand the why and wherefore of gender inequality and also learn about the formal instruments of inequality. Most importantly, they should believe in it. It is therefore, necessary to device constructive and practical interventions in school programmes and school curriculum.

The National Policy on Education (1986) and its programme of action (1991) makes "Education for women's equality" the corner stone for all educational endeavours. The enhancement of self-esteem and self-concept of girls and women is seen as the first change in the total strategy of women's empowerment. This is to be achieved by building a positive image of women's contribution to society; developing in them an ability to think critically and be able to make informal choices, take decisions and participate in all social processes as equals.

The teachers' role, therefore, extends to assisting in the development of materials and creating learning experiences that would foster a spirit of equality and harmony between girls and boys in their early years and prepare them for equal partnership and shared roles for a common future

Gender and Gender Relations

The differences between girls and boys are observed in the street, inside the classroom and in the play-field. Boys are generally termed as being active, playful, confident, bold, demanding, rough, rowdy, aggressive, intimidating and difficult to control while girls are observed as being passive, gentle, quiet and accepting. They are diffident, timid less communicative, easily intimidated, accepting commands unquestioningly, compliant and relatively easy to control. These differences are not only observed but are also believed to be natural and inherent in the two sexes, i.e. are biological hence unchangeable. Infact, it is sex that is biologically determined while gender inputs values on biological differences.

One is born as male or female but it is one's culture which makes one masculine or feminine. Gender is thus the cultural definition of sex role appropriate behaviour. Gender differentiation is more ancient, more widespread than any other type of social differentiation. Gender roles are a learned behaviour. These roles in their social, economic and political dimensions vary across cultures. Values and norms

differ widely from culture to culture. Gender roles have a certain universality but are largely culturally determined. But, since these roles are socially created, they are not immutable and hence are changeable. Yet in most societies sex division patterns are constant. However, present day human society is now constantly demanding and has infact created new possibilities for the socio-economic roles of the two sexes as being complementary and equal. Therefore, favourable conditions need to be created to transform society in favour of gender justice

Gender is a set of characteristics that basically defines people as being either masculine or feminine. Gender relations on the other hand are socially constructed as a result of the behaviour of women and men themselves. It is important to realise that gender relations are historical, changeable and subject to change through daily events and periodic moments of crisis and transformation.

Infact, men and women reflect biological similarity to a greater degree than biological differences. Society and culture have suppressed the natural similarities between the sexes and exacerbated the differences. They are governed by rules and practices through which society ensures that male and female are channeled into being men and women. Biological arguments about women's suitability for certain types of work operate under such premises.

Therefore, one's gender determines the life experience one will be exposed to i.e. access to education, work,

resources, health, freedom of movement, relationship, sexuality, ability to make decisions and act autonomously. In different cultures, gender and gender relations operate with wider implications for access and control over resources (economic or political) including decision making. In such a situation women receive the smallest share. It is important to remember that the interests and needs of women and men in any family structure may be quite different because they are basically based on their social roles, power and differences of status vested in these roles.

Men and women have performed different and differing roles in life from time immemorial. In most societies, women are identified as being mothers, housekeepers and/or home-makers, whereas, men were identified as bread winners. On the whole, it is possible to list out the roles ascribed to men and women by the four institutions which shape human life namely the household, community, market and state. The roles identified in each of these sectors are basically common or similar in most societies. In actuality, the rules/resources/people/activities and power relations in these four institutions determine the roles that ought to be played by women and men.

The school curriculum basically consists of a planned academic programme which includes both curricular and co-curricular activities and what a child imbibes from a school ethos. This is also known as the "hidden curriculum". Moreover, the teachers are the key players in the

transaction of a curriculum through classroom interaction and by setting a personal example.

Moreover, in order to create a favourable climate for gender justice, it is imperative to examine social relations and identities among women and women, individually, collectively and the complex inter-connections among gender, class, race and ethnic relations. Then gender analysis seeks to explore the construction of gender relation in the community, the school, the government and the economy.

It is in this context that the concept of women's empowerment acquire an added importance. Empowerment basically means the ability to control their own lives, i.e women. The aim is to transform the structures and institution which reinforce gender discrimination and socio-economic inequality. It is also to enable women to gain access to and control of resources as well as their own lives and fertility.

Gender is a critical factor in development and empowering women by enhancing their education, productive activities, income and their right to make decisions in all spheres of their lives is crucial to achieving a just and equitable society.

Gender Bias in Education

The term "education" is as old as human race; both formal and informal learning is construed as education. It was the pioneering effort of Greeks that conceived education as "formal learning" and believed that it was the

Government's responsibility to provide education. However, only boys were eligible to receive formal education. The Romans adopted the Greek system of education but advocated schooling for girls as well which was different in structure and content. The middle ages reverted to a system which provided education for boys only Renaissance in Europe brought about a new outlook and women were permitted to start "home schools" and this placed girls' education on a firm footing.

In India, a similar pattern operated; women had access to education during the Vedic period. The Aryans on the other hand advocated eight years of universal education and the Upanishads made a mention of the "birth of a scholarly daughter". However, the emphasis on women's education declined during the Brahmanical period and was revived only during the British period. Further a ban on social evils like sati, dowry and child marriage gave an impetus to education. The evaluation of human society began with equal status to both sexes.

Language in the form of the spoken word replaced gestures as a means of communication between the two sexes and between the different groups. Gradually, language developed in the written form and ultimately from essentiality to luxury. As luxury is almost always a source of laxity, it started giving way to sexism and linguistic discrimination against women. With the development of the modern patriarchal civilisation eclipsing the matriarchal system, man-dominated language flourished and the spoils of

it - 'Weaker sex' or 'fair sex' - have an overtone of sex-bias against women. The traditional non-involvement, unconcern, indifference and tolerance of women towards men's effort to widen the horizons of language, contributed adversely to its present form. Gradually, language attained its own stature above the civilisation and in order to attain that stature the society became the subject, instead of the master of language.

The above mentioned facts are evident in the general attitude of the sexes, particularly women, who never protested against sex-bias in language. It is also in evidence that most women got flattered by the sex-bias in language. Even women's writing have this evidence as they reproduce men's similies as boldness on the part of women. psychologically, it is very injurious to the cause of the status of women in society and it deprives language of healthy repartee, causing imbalance and inequality between the sexes, thereby affecting the status of women.

In modern India, it gradually began to be accepted that in science and mathematics the student should have the competence to apply his/her knowledge to the solution of problems around him/her; he/she should have an understanding of technological processes in agriculture and industry in his/her surroundings. He/she should be able to contribute meaningfully to environment, conservation, reduction of pollution, development of proper nutrition, health and hygiene in the community. Girls should particularly be able

to help in development at the house front. A large number of Education Commissions and Committees further emphasised the need to give equal education to girls and the need to provide undifferentiated curricula for both boys and girls. A special Committee on Education of Women (1959) recommended that home science be made a compulsory subject for both boys and girls in classes VI to VIII.

The curricular material especially the textbooks play a major role in transmitting unequal images of men and women and very often negative stereotypes of women are conveyed. NCERT has made efforts to identify and remove such materials from textbooks which militate against the basic tenet of equality between sexes. Due to existing biases of society towards the role of women, there is a discrimination on sex basis, which is discernible in textbooks and supplementary readers in their thematic and linguistic content and its presentation. In the theme relating to women in the textbooks there may be imbalances and the number of female characters may also be much less than those of male one. Thematic content finds expression through the linguistic content. The use of different registers (i.e. different sets of grammatical and vocabulary items) and levels (for different occasions and persons) help in commenting the writers' attitude toward others. Therefore, any language content which tarnishes the image of women must be eliminated. A particular way of presenting the thematic content through the linguistic content should help in communicating the total meaning. The image of a person is projected rightly or otherwise by the way it is portrayed and the female characters should be portrayed in an unbiased manner.

Objectives of the Study

The primary objective of the study is to identify factors which are related to gender bias in CBSE and Karnataka state high school text books in English. The specific objectives of the study are:

1. to identify the factors of gender bias in the English language textbooks at the high school level of classes 8, 9 and 10;
2. to find out whether any bias exists in illustrations in high school text books and;
3. to find out whether there is any bias in occupations assigned and language used for male and female characters in CBSE and state English language text books.

Gender bias is an ideology which propagates inherent inequality between the sexes to support institutions that relegate women to traditional subservience. In the Indian context, the debate has long settled in favour of undifferentiated curricula for boys and girls. It is, however, in the transaction of the curriculum that gender biases, conscious and unconscious, overt and covert creep in. The content analysis of Indian text books reveal that sex role ideology is promoted by them. On the path of industrialisation, formal education is a particularly strong factor in occupational role modelling of youth. As India became more industrialised, boys and girls will be increasingly excluded from any direct involvement in the profession of their working parent. Given this separation, the occupational role models presented in the textbooks for Indian youth will have a significant impact on their occupational socialisation.

CHAPTER II

OVERVIEW OF LITERATURE

A number of studies have been carried out on gender discrimination in several areas and situations like presenting illustrations of boys and girls, men/women, occupations assigned to male and female characters, language used for men and women in the text books of different grades. The curricular materials especially the text books play a major role in transmitting unequal image of men and women and often negative stereotypes of women are conveyed. NCERT has made an effort to identify and remove such materials from text books as that which militates against the basic tenet of equality between sexes. Further, NCERT has brought out handbooks for teachers of elementary and secondary level in which approach to teaching of languages, sciences, mathematics, geography and civics, etc., is built around enhancement of the status of women. Knowledge, objectives, attitudes and skills/activities for projecting a positive image of women as also for raising the consciousness level of teachers and students, are listed out. In India, there are a number of studies that have been carried out to find out the gender discrimination in school text books. Hence the review of literature largely covers studies which are conducted in different states of India.

Kalia (1979) conducted a study to find out whether gender discrimination exists between the two sexes in the

areas of occupation which are assigned to males and females, favourable images (adjectives) used for males and females, male centred language, males and females as leading actors, males and females as subjects of biography and sex role victimisation. The findings reported in this study are based on a content analysis of 41 Indian text books. The sample included 20 Hindi and 21 English language instruction text books used in high school, higher secondary and pre-university curricula (Classes 9-11) in five areas of India: Haryana, Punjab, Rajasthan, Uttar Pradesh and Delhi. The text books in the sample had an annual readership of more than 1.3 million students.

The qualitative findings were that male characters were in a clear majority. In 75 per cent of the lessons males were the leading figures. The males also dominated the biographical lessons in the text books. There were only seven biographies of women compared with 47 of men. Females were most often described for their beauty, obedience, and self-sacrifice, men for their bravery, intelligence and achievement.

He concluded that instead of fostering the basic equality between men and women, the message given to school children in the Indian text books was basically to sanction the dominance of males. The findings in the texts are not the accurate depiction of the many roles historically assigned to Indian Women, but what sexist educators and text book writers have selected.

Radhamohan's study was conducted to find out the teacher's role in promoting gender discrimination among boys and girls and also deals with the professional and vocational guidance given to boys and girls. A pattern of female 'under education' emerges, starting from the premise that the social and economic outcome of women's education are shaped by sex-gender systems that place women in subordination to men. Women are the secretaries, teachers and domestics and men are the bosses, doctors, engineers and foremen. If a boy calls out in the class, he gets teacher attention, especially intellectual attention. If a girl calls out in the class, she is told to raise her hand before speaking.

Text books also present a poor picture of school girls. While boys repair the motor car girls observe through a microscope

Inept and inadequate counselling in our schools can have far teaching consequences. These are but a few of the areas in a classroom where sex bias exists. Classroom sex biases are not etched in stone and training can eliminate these patterns. There is an urgent need to remove sexism from the classroom and give girls the same educational encouragement and support that boys receive to bring about equality in the work place. Radha Mohan as a result of her findings, certain suggestions to avoid sex inequalities in the classroom. They are, eliminate sex bias in classroom interaction; promote equitable treatment in

traditionally sex stereotyped courses, eliminate sex stereotyping in text books and instructional material and modify attitudes to sex roles.

Radha Mohan's paper merely establishes the subtle and often blatant discrimination against girls in schools. Often the bias is not perceived by girls themselves - nor are they perceived by the parents or the teachers themselves. A woman will be a partner to men, neither subservient nor threatening nor emasculating. Feminine in the sense of womanly rather than helpless and childlike, more interesting to her husband and children, and fully responsible in her roles as home maker, employed person and citizen.

Usha Nayar conducted a study to find out the inequality of women in education, political, economic and social status of women.

In the Indian context steep inequalities between sexes and almost criminal forms of sexism are noted in all social spheres, within family, society, economy and polity in the form of declining sex ratio, poor health status, declining and continuing labour force participation, quantitative and qualitative shortfalls in educational access and completion among others.

Education and media play a powerful role in perpetuating the sexist bias if no planned intervention is made to negate this and turn them into vehicles of positive reinforcements of sex equality.

The study shows gender discrimination in some Indian text books in the following areas. Male and female favourable images, occupations assigned to males and females, sex ratio of the authors of lessons; male-centred languages biography comparison, leading character and decision making and sex role victimisation.

A glimpse of images of males and females portrays in text books, shows brave, kind, hard working, generous and educated are common to both sexes. But the two lists of images with highest salience scores for their beauty, obedience and self-sacrifice for women, bravery, intelligence and achievement for men. In all, 72 occupations were assigned to women and 391 occupations to men. The words 'mankind' and brotherhood are used to signify all people including women. These findings indicate that women have not been given proper and proportionate representation in the text books.

Gayatri Devi's study was to find out the Gender Bias at different levels in education. Gender Bias in Education persists at various levels of policy formulation, the Administrative structures, curriculum transaction, teacher training and text books writing. In accordance with the policy statement, the NCERT document on curriculum restructure states that, just as boys have to be prepared for the world outside, girls have to be prepared particularly for work inside. It was only the "National Policy on CHILD" which saw child as a gender neutral category.

The sample in the study consists of a textbooks of Karnataka State Classes I to V. The team has made content analysis of the text books to find out the gender discrimination in the text books. Some of the findings are; the activities assigned to males are more in number than those assigned to female, eg. For men Farmer, Mechanic, Fishing, Driver, Pottery making, Physical Instructor, Carpentry, King Bomber, Postman, Policeman, Head Master, Teacher and Tailor. For women buying fruits, serving food, flower seller, teaching, singing.

This discrimination shows that there is a wide difference in equality between men and women in text books of Karnataka. The number of adjectives used for men and women are. For men, good, active, brave, patriot, orphan, clever, gallant courageous, peace messenger, adventurous hero, poet and bold. For women kind, great mother and devoted mother. If Government policies are against discriminatory employment opportunities for girls and boys, then this has to be ensured right from the level at which girls and boys begin to determine their career choices. Otherwise the policies smack of double standards.

The study by Kiran Devendra (1995) was conducted to find out the role of teachers in promoting gender discrimination and women's empowerment. Teachers have an invaluable contribution in creating a just and human society. This unit is designed to equip and empower teachers to play their role in effective implementation of the

National Policy on Education (1986) (Revised 1992) and mandate to make education a major instrument of women's equality and empowerment. The focus is on the 'Girl child'. Where it is stated that boys and girls should not be segregated in class at the primary level; she further suggested that there should be two monitors, one girl and boy for each class and groups for activities must consist of both sexes. Moreover, both boys and girls must be encouraged to read aloud, recite and speak on topics related to their immediate lives. If girls in the class are passive listeners make special efforts to direct questions at them and other shy children. She further suggested that role switch should be tried for breaking gender barriers and stereotyping of gender roles.

Effective pictures and illustrations be shown to the children that a woman is not merely a mother but she can also be a teacher, a doctor, a professor, etc. The teacher should guide and teach the students through visual aids like pictures, puppets, depicting women working in the fields as hard as men, working in the hospitals with men, working in factories with men, facing and handling heavy and dangerous machines for long hours attending to the household duties such as drawing water from a well, cutting wood for fuel, washing clothes in co-operation with men folk in addition to mere buying things from the market. The teachers should on occasions invite women writers, artists, musicians and such other talented personalities to talk to them or give

performance before them showing their talent. The teachers should set right the prejudices that are commonly seen in the present text books, while transacting subjects like mathematics, environmental studies and languages emphasis should be laid on examples that include both boys and girls; men and women from different walks of life.

Masemann took an alternate approach to the theme of schools effectively determining the goals and expectations of their female students. Females use their education as a tool for upward social mobility and as an efficient means of fulfilling obligations and responsibilities traditionally held by women, such as child support and care of relatives.

The Western school experience with its hidden curriculum, serves to demean and devalue the traditional position of women yet another school of thought suggests the inability of western schools to influence or alter third world women's role expectations. In order to obtain a clearer understanding of the schools ability to affect female role expectations, it is necessary to study the school environment itself, to identify aspects within the school which promote specific role models and to determine the extent to which these role expectations are actually internalised by the students.

Abharani (1969) concludes that sex differentiation of roles has a detrimental effect on students personality and it checks utilisation of human potential for full development. Teachers, especially primary school teachers

are responsible for inducing sexism in students to a great extent. Some work-role variables seem to be related to teacher's sex differentiation of roles. To know this, independent and interactive effects of three work-role variables, viz. sex, experience and qualification on sex differentiation of roles among primary school teachers, were investigated by a 2x2x2 ANOVA design. The results revealed that sex variable was mainly responsible for sex differentiation of roles among primary school teachers

The paper by Linda Garratt (1986) reports a study which investigates patterns of subject choice and explores some of the factors which overtly influence boys and girls when selecting subjects for A-level study. Girls in the cohort showed inferior scientific achievements at O-level, and were under-represented in science at A-level; this being most marked in physical sciences. The interest value of subjects was a major factor in subject choice, particularly for girls. Previous performance and the career value of subjects were important to students of both sexes. Aspirations for higher education were more evident amongst girls than boys, but a larger proportion of girls intended to pursue vocational courses. Such results indicate an urgent need for greater understanding of those factors directly affecting subject choice if we wish to be successful in encouraging more girls to continue with science.

Smithers et al. (1984) conceptions among 6-7 year old children's appropriate behaviour to the sexes were studied using a modification of Hudson's (1968) questionnaire. The views of adults were obtained for comparison. The children tended to see more activities as suitable for one sex only than did adults. Boys and men tended to see sex roles as more differentiated than did the girls and women respectively. Doing car repairs, doing wood work and enjoying war films all emerged near the top of the list for 'men only' whether it was boys, girls, men or women giving their views. For women only mending clothes, wearing jewellery being a ballet dancer and talking about clothes came near the top in all cases. It is suggested that, for whatever reason it has become part of the cultural fabric that men and women should do different things, and that a young child acquires a stereotyped and exaggerated view of what is appropriate for the sexes.

Kulshreshtha (1984) conducted a study to find out the image and status of women in language textbooks. A comparative study of the existing lot of language textbooks in English, Hindi, Bengali, Assamese and Manipuri revealed some interesting facts. The most shocking revelation was that in certain books there was such a predominance of male chauvinism that out of the team of 33 members responsible for writing, editing, producing or designing the books, there was not a single woman involved. There were special invitees and co-opted members who were all men. In most of

the text books the reading material revolved round male characters.

While women have come up with the change of time, historically they have remained invisible because of the following loopholes.

(1) Men develop professional ties and tend to help each other to publish or move to better academic jobs and come into limelight. (2) A woman's dual role often limits her contribution towards her employment and she may be forced to discontinue her employment to take care of children, or because of other family responsibilities. (3) It could even be due to the whims of her husband or in-laws. (4) Outright discrimination is practised through the application of more stringent standards to the qualifications and work of women than of men.

Nayar's (1995) study looks at gender sensitive project planning and implementation, increasing number of school for girls - both formal and non-formal - improving support services for girls and increasing the number of women functionaries in education, making the content and process of education gender bias - free and building positive self-image among girls, sensitising educational personal and community, monitoring progress of gender equality, social mobilisation, etc. leading to a society where being a man or woman does not work as advantage or disadvantage to a person based on various findings, the paper suggests suitable programme interventions in different areas industry or in

any other field, for their matter, let woman's sphere be limited only by her capacities and capabilities. We have to take girls to a point from where they will naturally develop self respect and learn self help.

It is evident from the above review of existing literature that there is a need for more intensive studies in the area of woman's studies. The studies conducted so far are limited to the particular states and regions. This needs to be taken up systematically not only at the state level but more importantly at the national level in all grades and subjects in different educational institutions. Hence the study of identifying gender was in primary school text books of Andhra Pradesh, could be a first step towards equality of women's status in the text books of Andhra Pradesh at primary level.

Kiran Devendra (1997) in her study listed main objective of the study as to provide guidelines for the text books writers to promote gender equality through textbooks. The study reveals the fact that although equality of educational opportunities and education for women's equality are enshrined in Indian Constitution the actual practise of these provisions are not being done in the proper way Even though the same has been time and again emphasised in various documents and policies the progress is not in the positive direction.

The study states that sex stereotyping is a result of under-valuation of the girl child in most developing

countries, including India. If such attitude get reflected in the text books, it would result in perpetuation of these ideas. A very significant remark that is been made in the study is that despite efforts towards positive direction, one could scan through the school textbooks to find derogatory statements about girls and women even now. The textbooks were causing a lot of damage to the children.

In the guidelines given to the textbook writers he has given emphasis to points like increase the visibility of women, avoid attributing specific traits in characteristics, relationships, occupations, giving equal respect to both the sexes, to include gender sensitive vocabulary. He is of the opinion that all textbooks writers should be sensitised to the gender question. Regarding the language textbook he says that caution should be used in words and sentences so that stereotyping is not reinforced. If the textbooks are free from sex-stereotyping, both boys and girls will go up the ladder and be responsible and able human beings. Both needed to be treated equally.

Nayar Usha and Rani Raj (1995) in their study aimed to identify the causes of non-enrolment and dropout among girls and to assess the situation of girls and women regarding equality and empowerment.

Major findings of the study were that (1) Tamilnadu has achieved the goal of universal provision of primary schools. (2) Regarding access 82% of the habitations had primary schools and 97% were within one kilometer distance.

(3) Most of the primary and upper primary schools lacked drinking water facilities and toilet facilities including separate toilet. (4) The GER of girls was lower than that of the boys in all the districts, especially in Ahead. (5) The dropout rate at the primary level had declined steadily but that of the girls was considerably higher than the boys. (6) Parental education, provision for incentives for school going children and better socio-economic conditions were cited as the main reasons for continuance of girls schooling by parents, educational practitioners and community members. (7) Household factors were found dominating among the reasons for non-enrolment of girls in schools. (8) Household and community as well as school related factors were perceived by educational practitioners, parents and community members as contributing towards dropping out of girls from school. (9) Majority of the educational practitioners, parents and community members were in favour of restricted freedom for girls after puberty. (10) There was no gender bias in text books and teacher training curriculum. (11) Regarding support services, there were Mother's Teachers Associations (MTAs) in all the districts. A majority stated the availability of health facilities too. But, there was no co-ordination between the anganwadi and primary school. (12) Majority of the head teachers and all educational administrators stated that the incentives given by the Government of Tamil Nadu were inadequate. (13) The

participation of women in educational administration at district and block levels were almost nil.

Sooryamurthy (1997) in his article states that although Kerala has got high literacy rate and educational achievement, Kerala women are not enjoying a better position. In his study it was revealed that some of the districts of Kerala namely Palakkad, Wayanad, Kasaragod, Malappuram and Idukki has got the effective literacy rate of women lower than that of the state average. The backwardness of these districts does not explain the gap but it points to society's attitude towards women's education. The gender bias favouring the enrolment of boys has been reported from Palakkad, Idukki and even from Thiruvananthapuram which is the capital of State.

Another important thing which is stated in the study is that the participation of women in political activities is not at all having a considerable value. Eventhough women form more than half the population, in the assembly there are only six women legislators out of the total number of 141. Out of the 20 elected members to Loksabha only 2 of them were women. Studies on the women members in the local bodies revealed some interesting facts. A substantial number of them did not have any experience in political and public activities at all. The study reveals that men do not accept women. Some women councillors disclosed that they find it difficult to work as the men are domineering. Proxy control by husbands and other male members of the family lays

restrictions on their activities. The statistic of the atrocities on women in Kerala reveal some shocking facts. It states that Kerala has become a place where women do not get recognition and protection.

He concludes the article by saying that Kerala has to go a long way before eliminating gender bias, discrimination and exploitation. Efforts must be made to make the men change their attitude towards women. Until this happens Kerala cannot claim to be a state which gives safety, security and respect for its women.

Paranjpe, Sandhya (1995) in her study attempted to formulate a set of action points to eliminate gender biases within primary classrooms based on a case study of classroom dynamics.

The major findings were: (1) The seating arrangement in each classroom was according to a set format and not as per the needs of the teacher or pupils. (2) Children preferred to sit in sex dominated groups of two if given the opportunity to decide their seating arrangement. (3) Mixed seating arrangement was seen only when, enforced by the teacher, the child had trouble or had a behaviour problem, the child had a medical condition, for instance, poor eyesight that required him/her to sit close to the teacher or blackboard, and lack of extra tables or space. (4) Girls tended to sit closer to the teacher or in front rows in most classes and moved around the classroom lesser than boys. Most of the teachers hardly moved around. They instead

preferred to stand in front of the class, near the blackboard, while teaching. (5) Majority of the tasks were being done individually by children, or two girls/two boys. (6) A higher and nearer standard of work was expected from the girls by the teachers. (7) Teachers directed more questions at girls than boys. (8) When reprimanding pupils, teachers scolded boys more than girls. (9) The girls tended to be quieter and they remained in their seats more often than the boys. (10) Boys took the lead more often in doing tasks than girls in most classes and were also more vocal. (11) Boys disrupted the class more often than girls but were not reprimanded so frequently for this. (12) Teachers found it easier to control girls than boys. (13) Boys came forward to do duties outside the classroom more often than girls. (14) Four categories of action points were developed for the removal of gender discrimination and equality of educational opportunity. They were seating arrangement, behaviour, assignment of duties and responsibilities and the teaching-learning process.

Samanataray, Puspanjali and Patnaik Sujatha (1995) in their study attempted to study the gender discrimination among the school students in the field of education. To see whether there is any gender discrimination in the school and family environment was also the objective.

Major findings were: (i) On the whole 61% of boys were sent to school, whereas in the case of the girls it was only 39%. (2) Most of the students expressed no differences

between boy child and girl child in the home environments of both societies, but however this feeling of differences was little more (38%) in rural areas. (3) 78% of urban students had expressed that they did not feel any difference between boys and girls in their classroom while 72% of the rural students expressed no difference.

Devendrababu (1996) in his study laid the primary objective of identifying factors which are related to Gender Bias in Government Primary School textbooks of Andhra Pradesh.

Major findings: (1) In primary school textbooks of Andhra Pradesh the Gender Bias exists in several items like occupations assigned to males and females, language used for males and females in different situations. The authors of primary school textbooks are largely male. A few females have appeared as the writers of the textbooks but their number is much smaller than male (male 21 and female 6)

(2) The illustrations given in the textbooks are presentable and not overtly biased towards any sex. Some well known women have been given their rightful place in the textbooks

(3) Moreover, women in textbooks were appeared as the housewife, mother and unskilled labour in different lessons.

(4) Only a few lessons talked about women as the leading actors of that particular lesson. Males occupied a huge number as the leading actors of the lessons.

Hukku, Sushma (1994) in her study examined the sex bias in language and social science textbooks of upper

primary stage. The main objectives were: (i) To identify the areas of sex bias in upper primary social science and language textbooks, (ii) to identify the areas where the image of women is misinterpreted, (iii) to evaluate the proportionate place of themes relating to women, (iv) to identify the areas of women's positive image, (v) to identify the context areas of women empowerment, (vi) to analyse gender through the grammar of the language, illustrations and themes, (vii) to analyse the gender content of the text, and (viii) to suggest strategies for eradicating gender bias in the textual content.

Major findings were. (1) It was found that there were male and female disparity. (2) There was no proportionate representation of equality of status. (3) The English textbooks had more evidence of sex bias and stereotype image of women than those of Hindi textbooks. (4) The Geography textbooks were mostly gender neutral.

Sharma (1983) in her study on talent loss among disadvantaged found out that due to stereotype roles, the girls from rural areas of Haryana inspite of their high motivation, need for high achievement and positive self concept could not develop proper study habits and linguistic skills. With the result they were unable to utilise their academic aptitudes appear with their male counterparts. Social taboos and gender discrimination done at home and schools were felt to be the main reason for their talent loss.

Vanaja (1997) analyses the 'Kaliyonu Ba', a primer in three parts prepared by the State Resource Centre which promotes Adult Education programme. The primers prepared claim to be an IPCL material - Improved Pace and Content of Literacy - are used in South Canara, Bijapur, Raichur and Mandya districts of Karnataka. The findings of the analysis are:

- 1 The number of female characters is very negligible.
2. The captions of the lessons are male-oriented.
3. Gender discrimination is obvious in the exercises.
4. The male and female stereotypes are perpetuated in the content and illustration.
5. No biography of woman is found in the primers.

The article concludes with a few questions raised by the author and a list of suggestions given by the author.

It is evident from the above review of existing literature that there is a need for more intensive studies in the area of gender discrimination and women's studies. The studies so far conducted are limited to the particular states and regions. This needs to be taken up systematically not only at the state level but more importantly at the national level in all grades and subjects in different educational institutions. Hence the study of identifying gender bias in the high school textbooks of Karnataka and CBSE can be a first step towards equality of women's status in the textbooks of high school in Karnataka.

CHAPTER III

METHODOLOGY

This chapter deals with the procedural aspect of the study including the design, selection of the sample, the tools prepared and used, scoring and tabulation of the data.

Design of the Study

The design of the study initially involved the selection of prescribed CBSE and Karnataka state text books of the English language. The method for analysis was to be content analysis.

The indepth analysis of the content area of the English language text books would hopefully reveal the gender bias present in different forms.

Research Questions

1. Are there any factors of gender bias existing in the English language text books at the high school level of CBSE and Karnataka state ?
2. Is there any bias existing in the illustrations in the high school text books of CBSE and the state ?
3. Is there any bias in the occupations assigned and language used for male and female characters in CBSE and state English language text books ?

Selection of Text Books

The selected text books were those which are prescribed for the study of English as a second language in the high school classes of 8, 9 and 10th standard in the CBSE and

state syllabus. The workbooks were not to be considered for the study as they were essentially books for structures, vocabulary or syntax drill for the language presented in the textbooks. Thus, the detailed textbooks and supplementary readers, main course books and literature readers prescribed for the classes 8, 9 and 10 were taken up for the study irrespective of the syllabus offered.

Before the actual analysis was undertaken, a checklist comprising several items was prepared. The analysed data was then subjected to frequency count of different items stated in the checklist. It was also to include an account of the overall status that is given to women in the text books.

Tools Used in the Study

A checklist is a simple device consisting of a prepared list of items which are thought to be relevant to the problem being studied. A checklist draws the attention of the observer to relevant factors and enables the recording of the data quickly and systematically

The aspects that were probed and studied in detail in the form of a checklist were:

1. The number of male and female characters.
2. Occupation of the characters which reflect their social status.
- 3 Illustrations (quality and quantity).
4. Portrayal of characters in traditional and non-traditional roles.

5. Linguistic gender bias such as:

- (a) Metaphoric identification
- (b) Exclusion
- (c) Labelling
- (d) Referential genderisation

The format for analysis of gender bias in textbooks is as follows.

Format for Analysis of Gender Bias in Text Books

1. Name of the Text book :
2. Class :
3. Subject :
4. Age group of the clientele:
5. Members of the text book committee : Male Female
- 6 Chairperson of the textbook committee: Male Female
7. Artists of the Text book : Male Female
and cover page of the text book
8. Contributors to the text book : Male Female
9. Number and title of lessons that highlight women's achievement
- 10 Total number of illustrations : Male Female
in the text book
11. Description of illustrations with : Male Female
reference to activities of
12. List of occupations allotted to : Male Female
13. Roles allotted to women: Traditional Developmental
(Tokenism)
14. Gender bias existing in use of language in lessons/
poems/exercises
 - (a) Metaphoric identification
 - (b) Exclusion

(c) Labeling (Adjectives)

(d) Referential genderisation:

- (i) Ambiguity (exercise examples)
- (ii) Stereotyping

15. Quotation from the text to substantiate gender bias.

Gender Bias in Language

Sexist language as defined by Velterling Braggir is "A word or sentence if ... it uses, creates, constitutes, promotes or exploits an unfair or irrelevant distinction between sexes ... and if its use contributes to, promotes, causes or results in oppression of either sex".

It is a symbolic device that "limits the activities of one sex, but not those same activities of the other" (Shute, 1981).

Sexist language oppresses people through:

1. Metaphoric Identification (Ross, 1981): It conveys prejudice through everyday vocabulary used in social intercourse 'Women' are insulted or belittled by identifying them as children eg. baby; as animals eg. chick, duck; as objects eg. sugar, honey, etc.
2. Exclusion (Beardsley, 1973): Sexist language restrains one gender from pursuing activities similar to those allowed by the society to another gender, eg. chairman, policemen, postmen, etc. mankind, early man, forefathers, etc.
3. Labelling (Beardsley, 1973): Use of adjectives,
Cautious men, timid women: Prudence
Ambitious men, aggressive women: Ambition

Outspoken men, strident women: Frankness

Emotional men, hysterical women: Emotional

Same quality is used as positive for male and negative for female.

- 4 Referential Genderisation (Beardsley, 1973) involves linguistic practices that encourages the use of one gender pronouns as universal generics appropriate for signifying both the sexes.

a) Ambiguity - by legitimising the ambiguity of masculine pronoun - the 'She' is ignored. The patriarchal grammar promotes the notion that man is the 'norm', the; 'ideal' and woman as the 'other', eg. Everyone should do his duty.

b) Stereotyping - Sex is a biological veracity whereas gender is a socio-cultural construct confusing one with another generates the 'masculine', 'feminine' values that represent the stereotypes and not the persons.

- Eg. (i) Transport will be provided to delegates and their wives. Their spouses instead of their wives would be correct as all delegates need not be men.
- (ii) Words like doctor, male nurse can be substituted with doctor, nurse.
- (iii) Effeminate can be substituted by delicate, feeble, fussy, soft, languid, gentle.
- (iv) Mothering can be substituted by parenting, nurturing, child rearing, child care, etc.

- (v) Research scientists often neglect their wives and children.

Research scientists often neglect their families.

Then research scientists can be men or women.

Scoring and Tabulation

As already stated the method used in the study was content analysis. The actual analysis was undertaken only after the checklist was prepared and entered. The criteria for analysis of different areas was as follows

Illustrations: Textbooks which often have illustration were further subjected to scrutiny which may or may not be indicative of gender bias.

Occupations. In taking the item of occupation, the following factors have been considered.

- (a) Occupations assigned only to males
- (b) Occupations assigned only to females
- (c) Occupations assigned to both
- (d) Males and females as leading characters

In order to study the occupational stereotyping a count and percentage of occupation assigned to male and female characters was examined together with the range of occupations open to each sex.

The main purpose was to determine the range and diversity of occupations the frequency count of an occupation in a lesson had been limited to one instance in each text, regardless of the number of characters belonging

to that particular occupation. Specific roles allotted to women had also been considered.

Labelling (adjectives). In order to find out the range and diversity between female and male, the images assigned to both male and female have been analysed and the percentage score given is done in the same manner as occupations.

Stereotyping of Roles: The stereotyping sex role like father, husband, brother for men and mother, housewife, sister for women were also identified and scored accordingly.

The textbooks were further analysed to see whether a women's potential were appreciated and recognised.

Language used (adjectives/labeling): In order to find out the range and diversity between female and male. The images assigned to both male and female have been analysed

The study in the last analysis would identify contents related to gender issues and gender bias which is one of the emerging concerns in the area of women's studies. A study of the discrimination present only in the textbooks of high schools is basically a crucial field of investigation because there are major gaps in the area. Even though a number of studies have been conducted in textbook analysis, its important for an analysis of CBSE and Karnataka state textbooks cannot be minimised. Moreover, many issues involved in curriculum transaction in the textbooks need to be studied in depth with regard to gender discrimination.

Besides, an analysis of this nature would not only systematically identify the different forms of gender bias present in different textbooks but more importantly can also be the basis for textbook revision where a conscious effort would be made to eliminate matters of gender bias from the relevant lessons in the textbooks.

CHAPTER IV

ANALYSIS AND INTERPRETATION

Gender bias is an ideology which propagates inherent inequality between the sexes to support institution that relegate women to traditional sub-servience. In the Indian context, the debate has long settled in favour of undifferentiated curricula for both boys and girls. It is, however, in the transaction of the curriculum that gender biases, conscious and unconscious, overt and covert, creep in. The content analysis of the Indian textbooks reveals that sex role ideology is generally promoted by them.

Education of girls and women has become a major policy concern in India, both as a human right and as a development imperative. The National Policy on Education (NPE, 1986) and the programme of Action of 1986 and 1992 give an overriding priority to the removal of gender disparities. The National Policy on Education, in fact not only addresses itself to the problem of educational opportunities for women but also requires the entire system of education to promote women's equality and empowerment through education.

The Indian Constitution grants not only equality to women but empowers the state to take special steps to raise the status of women. The Constitution renounces any practice derogatory to women and enjoins them to have equal rights and opportunities in political, economic and social spheres. Infact, article 45 enjoins the state to provide for free

and compulsory education to all children upto the age of 14, irrespective of their sex. The policy makers and educationists propagated the idea that intensive efforts must be made to eradicate all traditional concepts of female inferiority. Even the Indian Education Commission of 1966 stated that "It is unscientific to divide tasks and subjects on the basis of sex and to regard some of them as masculine and others as feminine. Similarly, the fact that the so called psychological differences between the two sexes arise not out of sex but out of social conditioning, will have to be widely publicised and people will have to be made to realise that stereotypes of masculine and feminine personalities do more harm than good" (Education Commission, 1966).

Indian school curriculum has generally followed the patriarchal traditions which type cast individuals in unequal gender based roles. Boys were prepared to achieve in the market place, while girls were trained to obey and please in the home. At the inception of its educational policies for independent India, the Indian Government proposed to develop a curriculum which promoted equality by recognising the fundamental and basic rights of men and women. This would provide the basis for a new society where the biological factors of sex would be a minor consideration in conforming to a predetermined pattern of behaviour on the basis of his/her sex.

The National Policy on Education (1986), and its programme of action gives education the mandate to become an effective tool for women's equality and empowerment. The defined parameters of empowerment are:

- (1) enhancing the self-esteem and self-confidence of women,
- (2) building a positive range of women by recognising their contribution to the society, polity and economy
- (3) developing the ability to think critically.
- (4) fostering decision-making and action through collective processes.
- (5) enabling women to make informed choices,
- (6) ensuring equal participation in development process;
- (7) providing information, knowledge and skills for economic independence and;
- (8) enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to increasing their participation on an equal footing in all areas (Programme of Action, 1992.2).

The national core curriculum, apart from being undifferentiated for both sexes, laid emphasis on core values such as equality between sexes and ending social evils and practices derogatory to women. Moreover, the programme of action emphasised the need to revise text books by removing gender bias and at the same time gender sensitize all educational personnel. This would enable equality between sexes by internalising gender sensitive and gender inclusive curriculum and its transaction.

In considering the content of school textbooks being important to socialisation for adult career aspiration, one cannot deny the role of other variables that affect the realisation of such aspirations, there are variation in individual aptitudes and competence, individual socio-economic status and economic conditions governing employment. All these clearly affect entry into job market. But these do not minimise the importance of formal schooling in the development of occupational aspirations. As Indian society progresses from an ascriptive to an achievement orientation; formal education will help its young internalise the new norms of success. Occupational role models will increasingly determine the motivation to succeed in the competitive market place.

Further, as in other societies on the path of industrialisation. Young people in India are likely to suffer from a crisis of identification in occupational role modeling. Because the world of adults and children was contiguous in pre-industrial societies, the young could acquire their occupational role models with relative ease.

In the traditional occupational role model man with his superior physical strength can better undertake the more strenuous tasks, such as lumbering, mining, quarrying, land clearance, house building since he is not handicapped unlike a woman who is saddled with the physiological burdens of pregnancy and nursing. He can range further a field to hunt, to fish and to trade. Women, however, are adopt in

lighter tasks which can be performed in or near the home, eg., the gathering of vegetable products, the fetching of water, the preparation of food and the washing and cleaning of clothing and utensils. All known societies have developed specialisation and cooperation between the sexes roughly along this biologically determined line of cleavage. The advantage inherent in a division of labour by sex presumably account for its universality.

The traditional occupational role model distinguishes between males and females on the basis of their ascribed biological nature. Only by complementing the male does the female serve her 'time' or intended function, finding fulfilment and realise her 'natural' potential. A female's work in the traditional model is thus an extension of her subordinate social role, not vice versa.

In an analysis of the State Government textbook, CBSE Reader and CBSE Supplementary reader for classes VIII, IX and X The number of male and female characters is unevenly balanced (see Table 1). It is evident from the table that the total number of male characters (74.22%) in the State Government textbook out weigh female characters (25.77%). The trend is similar in the CBSE reader (male 76.50% and female 23.49%) and in the CBSE Supplementary Reader (male 73% and female 26.26%). It is evident from the table of individual classes (see Table 2, Table 3 and Table 4) that there is a greater mention of male characters in all the text books as compared with the female characters. However,

Table 1: Number/Percentage of male/female characters in the text book of class VIII, IX and X in the State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book - Interact in English and Course 'A' Literature Reader

| Number of Characters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|-----------------------|-------|----|--------|-----|-------|-------------|-------|-----|--------|-----|-------|---------------------------|-------|-----|--------|-----|-------|--|-------|-----|--------|------------------------------|-------|------|---|-----|--------|--|--|
| Class | State Government text | | | | | | CBSE Reader | | | | | | CBSE Supplementary Reader | | | | | | CBSE -Course 'A' Main Course Book- Interact in English | | | | Course 'A' Literature Reader | | | | | | | |
| | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | |
| | No. | % | | No. | % | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | | |
| | 54 | 73.97 | 19 | 26.02 | 54 | 78.26 | 15 | 21.73 | 17 | 73.91 | 6 | 26.08 | - | - | - | - | 17 | 54.83 | 14 | 45.16 | 25 | 59.52 | 17 | 40.47 | - | - | - | - | | |
| VIII | 54 | 73.97 | 19 | 26.02 | 54 | 78.26 | 15 | 21.73 | 17 | 73.91 | 6 | 26.08 | - | - | - | - | 17 | 54.83 | 14 | 45.16 | 25 | 59.52 | 17 | 40.47 | - | - | - | - | | |
| IX | 60 | 75 | 20 | 25 | 33 | 73.33 | 12 | 26.66 | 33 | 78.57 | 9 | 21.42 | - | - | - | - | - | - | - | - | 27 | 69.23 | 12 | 30.76 | - | - | - | - | | |
| X | 30 | 73.17 | 11 | 26.82 | 40 | 76.92 | 12 | 23.07 | 23 | 67.64 | 11 | 32.35 | - | - | - | - | 17 | 54.83 | 14 | 45.16 | 52 | 64.19 | 29 | 35.80 | - | - | - | - | | |
| Total | 144 | 74.22 | 50 | 25.77 | 127 | 76.50 | 39 | 23.49 | 73 | 73.73 | 26 | 26.26 | 17 | 54.83 | 14 | 45.16 | 52 | 64.19 | 29 | 35.80 | - | - | - | - | - | - | - | - | | |

Table 3: Number/Percentage of male/female characters in the textbook of class IX in the state government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| SI No | Number of Characters | | | | | | | | | | | | | | | |
|-------|-----------------------|-------|--------|-------|-----------------------|-------|--------|-------|---------------------------|-------|--------|-------|------------------------------------|-------|--------|-------|
| | State Government Text | | | | CBSE Reader | | | | CBSE Supplementary Reader | | | | CBSE - Course 'A' Main Course Book | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| 1 | 20 | 76 92 | 6 | 23 07 | 4 | 80 | 1 | 20 | 1 | 50 | 1 | 50 | 2 | 50 | 1 | 33 33 |
| 2 | General | | | | 3 | 100 | 0 | 0 | 5 | 100 | 0 | 0 | 5 | 100 | 0 | 66 66 |
| 3 | 5 | 100 | 0 | 0 | 1 | 50 | 1 | 50 | 2 | 100 | 0 | 0 | 1 | 25 | 3 | 75 |
| 4 | 5 | 83 33 | 1 | 16 66 | Lesson-3, Oil-General | | | | 4 | 66 66 | 2 | 33 33 | 4 | 50 | 4 | 100 |
| 5 | 4 | 100 | 0 | 0 | 2 | 66 66 | 1 | 33 33 | 3 | 100 | 0 | 0 | 1 | 50 | 0 | 0 |
| 6 | 3 | 75 | 1 | 25 | 3 | 100 | 0 | 0 | 2 | 100 | 0 | 0 | 2 | 40 | 3 | 60 |
| 7 | 6 | 85 71 | 1 | 14 28 | 2+2 | 66 66 | 2 | 33 33 | 5 | 71 42 | 2 | 28 57 | 1 | 50 | 1 | 50 |
| 8 | General | | | | 2 | 66 66 | 1 | 33 33 | 5 | 100 | 0 | 0 | | | | |
| 9 | 6 | 85 71 | 1 | 14 20 | 3 | 100 | 0 | 0 | 3 | 75 | 1 | 25 | | | | |
| 10 | 4 | 50 | 4 | 50 | 2 | 100 | 0 | 0 | 2 | 50 | 2 | 50 | | | | |
| 11 | 0 | 0 | 4 | 100 | 1 | 100 | 0 | 0 | 1 | 50 | 1 | 50 | | | | |
| 12 | 1 | 50 | 1 | 50 | 1 | 25 | 3 | 75 | | | | | | | | |
| 13 | 2 | 66.66 | 1 | 33 33 | 3 | 100 | 0 | 0 | | | | | | | | |
| 14 | 1 | 100 | 0 | 0 | Poem-5 General | | | | | | | | | | | |
| 15 | 2 | 100 | 0 | 0 | 4 | 50 | 4 | 50 | | | | | | | | |
| 16 | 1 | 100 | 0 | 0 | | | | | | | | | | | | |
| Total | 60 | | | | 33 | 12 | | | 33 | 9 | | | 17 | 45 | 14 | 25 |
| % | 75 | | | | 73 33 | 26 66 | | | 78 57 | 21 42 | | | 54 83 | 45 16 | 59 52 | 40 47 |

Table 4: Number/percentage of male/female characters in the textbook of class X in the state government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Sl No | Number of Characters | | | | | | | | | | | | | |
|-------|--|--------|-------|--------|--------------------------------------|--------|-------|--------|---------------------------|--------|-------|----------------------|--|--------|
| | State Government text | | | | CBSE Reader | | | | CBSE Supplementary Reader | | | | CBSE -Course 'A' Main Course Book- Interact in English | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| 1 | 6 | 75 | 2 | 25 | 6 | 85 71 | 1 | 14 28 | 2 | 66 66 | 33 33 | 1- High dive | 3 | 50 |
| 2. | 1 poem general – Tiger & the Deer | | | | 1 | 33 33 | 2 | 66 66 | 2 | 66 66 | 33 33 | 1-End of Rope | 2 | 50 |
| 3. | 2 | 50 | 2 | 50 | Lesson-2 general – Human environment | | 1 | 25 | 1 | 25 | 75 | 3-Not just | 3 | 60 |
| 4. | 0 | 0 | 2 | 100 | Lesson-2 general - Butter | | 5 | 83 33 | 5 | 83 33 | 16 66 | 1-Coward's way | 1 | 66 66 |
| 5 | 3 lesson general – Soligas | | | | 1 | 25 | 3 | 75 | 5 | 83 33 | 16 66 | 1-War | 1 | 100 |
| 6. | 3 poem general – Sowing | | | | 2 | 66 66 | 1 | 33 33 | 0 | 0 | 100 | 3-I can play schools | 2 | 100 |
| 7 | 4 lesson general – Hiroshima | | | | 3 | 75 | 1 | 25 | 4 | 80 | 20 | 1- | 1 | 100 |
| 8 | 4 poem general – Nuke | | | | Lesson-5 general – Ganga | | 2 | 100 | 2 | 100 | 0 | 0-Bet | 2 | 100 |
| 9 | 3 | 50 | 2+1 | 50 | 1 | 100 | 0 | 0 | 2 | 100 | 0 | 0-Quality | 1 | 100 |
| 10 | 5 poem general – Aunt & the child | | | | 2 | 66 66 | 1 | 33 33 | | | | | 8 | 72 72 |
| 11 | 6 | 85 71 | 1 | 14 28 | 2 | 100 | 0 | 0 | | | | | 3 | 100 |
| 12. | 6 poem general – Lead kindly light | | | | 3 | 100 | 0 | 0 | | | | | | |
| 13. | 7 lesson general – Ecology | | | | 3 | 100 | 0 | 0 | | | | | | |
| 14 | 7 poem general – The green tent | | | | 4 | 100 | 0 | 0 | | | | | | |
| 15 | 8 lesson general – The good & bad application of science | | | | 3 | 60 | 2 | 40 | | | | | | |
| 16 | 8 poem general – Meru | | | | 4 | 100 | 0 | 0 | | | | | | |
| 17 | 3 | 100 | 0 | 0 | 1 | 100 | 0 | 0 | | | | | | |
| 18 | 2 | 66 66 | 1 | 33 33 | 4 | 80 | 1 | 20 | | | | | | |
| 19 | 8 | 100 | 0 | 0 | | | | | | | | | | |
| 20 | 10 poem general – I know some lonely faces | | | | | | | | | | | | | |
| Total | 30 | | 11 | | 40 | | 12 | | 23 | | 11 | | 27 | 12 |
| % | 73 17 | | 26 82 | | 76 92 | | 23 07 | | 67 64 | | 32 35 | | 69 23 | 30 76 |

this trend is not discernible in the CBSE - Course 'A' main course book. In this book, there is no gender bias and equal weightage is given to male and female (See Table 4) in lessons on Health and Medicine, Education and to a lesser extent in science. But the overall score is more favourable to male than female. "No nation can be free", Lenin wrote "when half the population is enslaved in the kitchen". As it happens, a majority of females appear as housewives. They are assigned an occupation that defines their total identity in terms of domesticity. The non-work status of the housewife's occupation is too well known to need any documentation. More dangerous in the enhancement of housewifery as the most appropriate occupation for females which in turn may inhibit achievement oriented learning among Indian women and girls. However, there is a mention of girls as students in the cumulative analysis. They are second in the descending order after housewife and mother.

A large number of occupations are assigned exclusively to the male characters (see Table 6) in the textbooks as compared with women (see Table 5). As far as women are concerned the occupation of revered mother, Goddess, daughter-in-law and Grandmother and to a limited degree queen, princess, Judge involve the exercise of leadership or power over others. In all other cases, the females provide services through other professional and mental occupations. All high skilled professions that are assigned to female fall in the field of health care, nurse, seamstress,

Table 5: Occupations assigned to the females with their frequency scores in descending order for classes VIII, IX and X in the State Government Text, CBSE Reader and CBSE Supplementary Reader

| Occupation | Score | Occupation | Score |
|------------------|-------|--------------------|-------|
| Mother | 4 | Judge | 1 |
| Wife | 4 | Land lady | 1 |
| Maid | 3 | Match selling girl | 1 |
| Student | 3 | Midwife | 1 |
| Aunt | 2 | Nurse | 1 |
| Daughter | 2 | Old lady | 1 |
| Grand mother | 2 | Parent | 1 |
| Activist | 1 | Princess | 1 |
| Athlete | 1 | Queen | 1 |
| Beggar | 1 | Reaper | 1 |
| Daughter-in-law | 1 | Scamstress | 1 |
| Doctor | 1 | Servant | 1 |
| Environmentalist | 1 | Sister-in-law | 1 |
| Goddess | 1 | Social reformer | 1 |

Table 6: Occupations assigned to the Males with their frequency scores in Descending Order for Classes VIII, IX and X in the State Government text, CBSE Reader and CBSE Supplementary Reader

| Occupation | Score | Occupation | Score | Occupation | Score | Occupation | Score |
|--------------|-------|----------------|-------|--------------------|-------|-----------------|-------|
| Doctor | 7 | Athlete | 1 | Engineer | 1 | Pied piper | 1 |
| Farmer | 4 | Bank Manager | 1 | Explorer | 1 | Pilot | 1 |
| Head Master | 4 | Bank Officer | 1 | Fisherman | 1 | Planter | 1 |
| King | 4 | Banker | 1 | Forest Officer | 1 | Police Officer | 1 |
| Lawyer | 4 | Bishop | 1 | Guard | 1 | Post man | 1 |
| Mountaineers | 4 | Businessman | 1 | General | 1 | President | 1 |
| Policemen | 4 | Butler | 1 | Government Officer | 1 | Professor | 1 |
| Prince | 4 | Cashier | 1 | Guide | 1 | Rich man | 1 |
| Scientist | 4 | Chairman | 1 | Hawker | 1 | Sailor | 1 |
| Minister | 3 | Circus Manager | 1 | Hero | 1 | Secretary | 1 |
| Teacher | 3 | Circus master | 1 | Highway man | 1 | Sellers | 1 |
| Warrior | 3 | Clergyman | 1 | Hunter | 1 | Shepherd | 1 |
| Artist | 2 | Client | 1 | Kidnapper | 1 | Shoe maker | 1 |
| Clerk | 2 | Computer | 1 | Land lord | 1 | Shoeshine boy | 1 |
| Dentist | 2 | Conductor | 1 | Law Minister | 1 | Shop Keeper | 1 |
| Detective | 2 | Constable | 1 | Leader | 1 | Shop owner | 1 |
| Noble man | 2 | Contractor | 1 | Mahout | 1 | Social reformer | 1 |
| Judge | 2 | Convict | 1 | Mayor | 1 | Son | 1 |
| Officer | 2 | Coolie | 1 | Merchant | 1 | Statesman | 1 |
| Priest | 2 | Corporal | 1 | MLC | 1 | Swimmer | 1 |
| Scouts | 2 | Councilor | 1 | News correspondent | 1 | Thieves | 1 |
| Student | 2 | Criminal | 1 | Ornithologist | 1 | Writer | 1 |
| Tailor | 2 | Customer | 1 | Passengers | 1 | Yoga teacher | 1 |
| Admiral | 1 | Driver | 1 | Patriarch | 1 | | |
| Advocate | 1 | Emperor | 1 | Philosopher | 1 | | |

midwife, doctor, athlete and social reformer (see Tables 7, 8 and 9). The remaining occupation assigned to the female are essentially low prestige, semi-professional jobs that neither require extensive training nor bring substantial rewards. As a servant, the female works in a dull and dead-end jobs. Even in nursing which is a skilled profession, the role expectation and institutional hierarchy are geared to an occupational pattern of sub-service. The role of the nurse, for example is perceived more as an extension of the traditional feminine caring role than as an acquired, performance oriented, market place specialisation.

It is evident from the table 6 that in occupation assigned to the males. Doctor appeared most frequently with the highest score of 7 in the textbooks. The other occupations next in the frequency distribution appeared as farmer, headmaster, king, lawyer, policeman, mountaineer, prince, scientist, minister, teacher and warrior. Other occupations appeared only marginally

The classic myth of the sex-based division of labour functioned to relegate females to domestic, non-market place, low prestige, low income occupations as their natural and necessary vocations. The authors of the high school textbooks, have made no effort to enhance the availability of market place occupational roles for the females.

This genderisation of occupational are basically unfair to girl students roles studying in the classrooms of high schools, where they end up as victims of segregated socialisation into stunted selves.

Table 7: Occupation Assigned to Male/Female in the Textbook of Class VIII in State Government Text, CBSE Reader and CBSE Supplementary Reader

| Sl No. | Occupation | | | | | | | | | |
|--------|-----------------------|-------------|--------------|-----------------|---------------------------|--------|-------------|--------|-------------|---------|
| | State Government text | | CBSE Reader | | CBSE Supplementary Reader | | | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | General |
| 1. | Social reformer | House wives | Farmer | Wife | Mountaineer | | Mountaineer | | Mountaineer | |
| 2. | Warriors | Daughters | Judge | Daughter-in-law | Officer | | Officer | | | |
| 3. | Coolie | Nurse | Doctor | Mother | Hunter | | Hunter | | | |
| 4 | Bank Manager | Mother | Scouts | Aunt | Corporal | | Corporal | | | |
| 5. | Engineer | Student | Salters | Maiden | General | | General | | | |
| 6 | Contractor | | Mountaineers | | Artist | | Artist | | | |
| 7. | Students | | Gaurd | | | | | | | |
| 8. | King, Minister | | Student | | | | | | | |
| 9 | Yoga teacher | | Lawyer | | | | | | | |
| 10 | Doctor | | Judge | | | | | | | |
| 11. | Son | | Client | | | | | | | |
| 12 | Mountaineers | | Advocate | | | | | | | |
| 13 | Dentist | | Admiral | | | | | | | |
| 14 | News correspondent | | Pied piper | | | | | | | |
| 15 | Fanner | | | | | | | | | |
| 16 | Swimmer | | | | | | | | | |
| Total | 16 | 5 | 14 | 5 | 6 | 0 | 85 71 | 0 | 1 | 14 28 |
| % | 76 19 | 23 80 | 73 68 | 26.31 | | | | | | |

Table 8: Occupation assigned to male/female in the textbook of classIX in state government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Book and Course 'A' Literature Reader

| Sl. No. | Occupation | | | | | | | | | | | |
|---------|-----------------------|----------|---------------|--------------------|---------------------------|---------------|-----------------------------------|----------|------------------------------|--------|--|--|
| | State Government text | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book | | Course 'A' Literature Reader | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | | |
| 1. | Fisherman | Queen | Prince | Servant | King | Old lady | Priest | Athlete | Post man | Reaper | | |
| 2 | Prince | Goddess | Writer | Seamstress | Princes | Grand mother | Head master | Activist | Government Officer | Judge | | |
| 3. | King | Wife | Mayor | Match selling girl | Minister | Aunt | Kidnapper | Student | Clerk | | | |
| 4. | Warrior | Mother | Detective | | Shopowner | Sister-in-law | Scientist | | Bank Officer | | | |
| 5. | Leader | Daughter | Scientist | | Cashier | Mother | Detective | | Police Officer | | | |
| 6. | Patriarch | | Professor | | Head master | Wife | Explorer | | Hawker | | | |
| 7. | Priest | | Policeman | | Tailor | | Athlete | | Highway man | | | |
| 8. | Merchant | | Warrior | | Doctor | | | | King | | | |
| 9. | Nobleman | | Lawyer | | Lawyer | | | | Noble man | | | |
| 10. | Teacher | | Doctor | | Policemen | | | | Prince | | | |
| 11 | Statesman | | Councilor | | Clerk | | | | | | | |
| 12 | Philosopher | | Shoeshine boy | | Scouts | | | | | | | |
| 13 | Doctor | | | | Circus master | | | | | | | |
| 14. | Hero | | | | | | | | | | | |
| 15. | Ornithologist | | | | | | | | | | | |
| Total | 13 | 5 | 12 | 3 | | | | | 10 | 2 | | |
| % | 72.22 | 27.77 | 80 | 20 | | | | | 83.33 | 16.66 | | |

Table 9: Occupation assigned to male/female in the textbook of class X in the State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Supplementary Reader, CBSE Course 'A' main Course Book and Course 'A' Literature Reader | | | | | | | | | | | |
|---|-----------------------|-----------------|----------------|--------------|---------------------------|--------|---|------------------|------------------------------|----------|--|
| Sl No. | Occupation | | | | | | | | | | |
| | State Government text | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book-- Interact in English | | Course 'A' Literature Reader | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| 1. | Rich man | Beggar | Scientist | Land lady | Circus Manager | Maid | Doctor | Doctor | Farmer | Princess | |
| 2. | Butler | Social reformer | Land lord | Midwife | Artist | | Head Master | Parent | Officer | | |
| 3. | Thieves | Grand Mother | Clergyman | Maid Servant | Guide | | Teacher | Environmentalist | King | | |
| 4. | Professor | Student | Policemen | | Businessman | | Farmer | | Dentist | | |
| 5. | Banker | | Constable | | Doctor | | | | Shepherd | | |
| 6 | Teacher | | Bishop | | Passengers | | | | Sailor | | |
| 7. | Chairman | | Convict | | Lawyer | | | | Computer | | |
| 8. | MLC | | Planter | | Mountaineer | | | | Scientist | | |
| 9. | Law Minister | | Mahout | | Driver | | | | | | |
| 10 | Policeman | | Forest Officer | | Conductor | | | | | | |
| 11. | Head Master | | Emperor | | Shoe maker | | | | | | |
| 12. | Shop Keeper | | Minister | | Customer | | | | | | |
| 13. | Pilot | | Tailor | | | | | | | | |
| 14. | President | | | | | | | | | | |
| 15. | Secretary | | | | | | | | | | |
| 16. | Criminal | | | | | | | | | | |
| Total | 16 | 4 | | 3 | | | | | | | |
| % | | | | | | | | | | | |

The textbook authors, hence, have made no efforts to enhance the availability of market occupational roles for females in today's changing Indian society. It is known that millions of girls and boys read the same textbooks, take similar examinations and are expected to develop similar talents for success in the market place. Yet the textbooks impart dissimilar occupational aspirations to the two sexes, where the girl child grows up with a low self concept and low self esteem and basically became a victim of segregated socialisation.

As far as the illustrations are concerned, a majority of them are general (see Tables 10,11,12) (see Illustrations 1, 2, 3, 4 and 5 (General)). In the textbook of class VIII in the CBSE supplementary reader, equal weightage is given to boys and girls while in the CBSE course A main course book there is gender bias in illustration as there is only one female as compared with eight male illustrations (see Table 11) (see Illustrations 6, 7, 8, 9 and 10 (with gender bias)). In the class X text book, there are no illustration of male and/or female. In general category, there is only one group illustration comprising both boys and girls (see Table 12). However, the impact of more male illustrations than female can lead a child to internalise values which are evidently contrary to the national objective as outlined in the National Policy on Education and the Programme of Action. The extensive use of male pictures, furthermore, in the textbooks inevitably lead boys to believe in the

Table 12: Illustration of male/female in the English text of class X in the State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Illustration | | | | | | | | | | | |
|--|--------|------|-------------|--------|---------------------------|--------|--|--------|------------------------------|--------|---------|
| State Government text | | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book- Interact in English | | Course 'A' Literature Reader | | |
| Male | Female | | Male | Female | Male | Female | Male | Female | Male | Female | General |
| Cover page - Rabindranath Tagore | | None | | | | None | 7 | 5 | 15 | 3 | 10 |
| Others None | | | | | | | | | | | |
| Total | | | | | | | | | | | |
| % | | | | | | | | | | | |

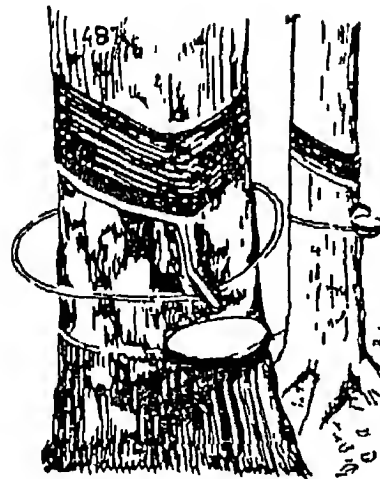
GENERAL

Illustration 1

English Reader CBSE VIII

Book V

Lesson 2: Trees



RUBBER TREE



COCONUT TREE

Illustration 2

Main Course Book IX CBSE

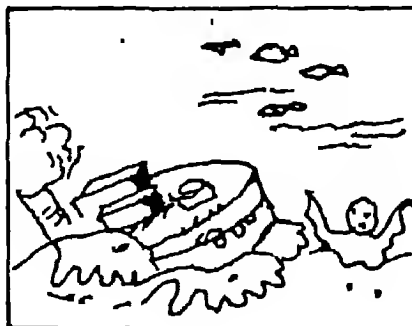
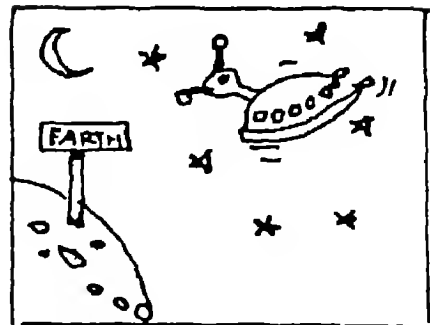
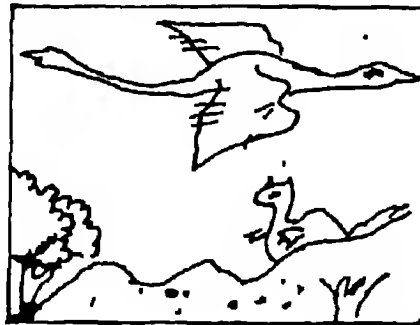


Illustration 3

Main Course Book CBSE X

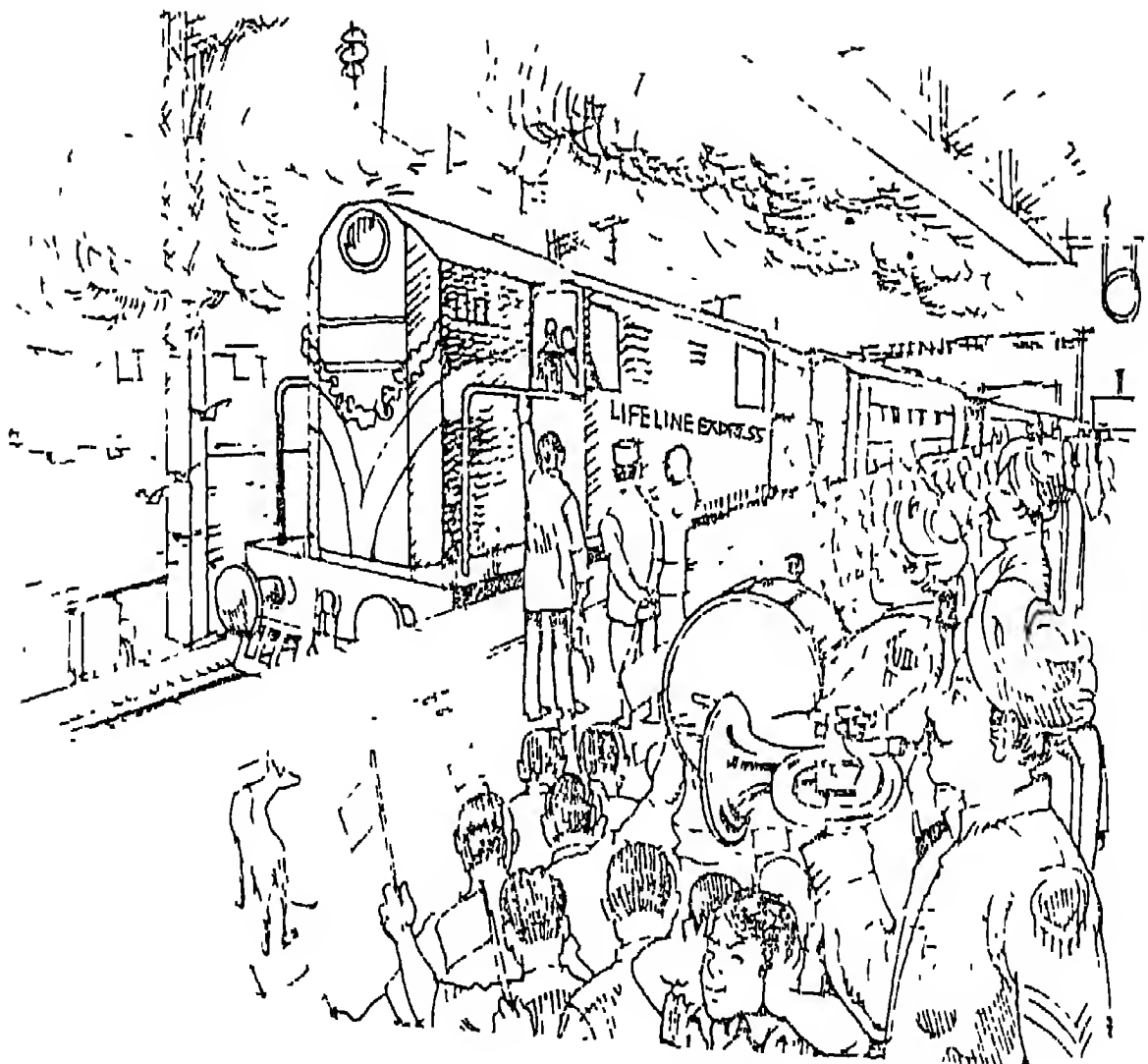


Illustration 4

Main Course Book X CBSE

Unit V: Travel and Tourism

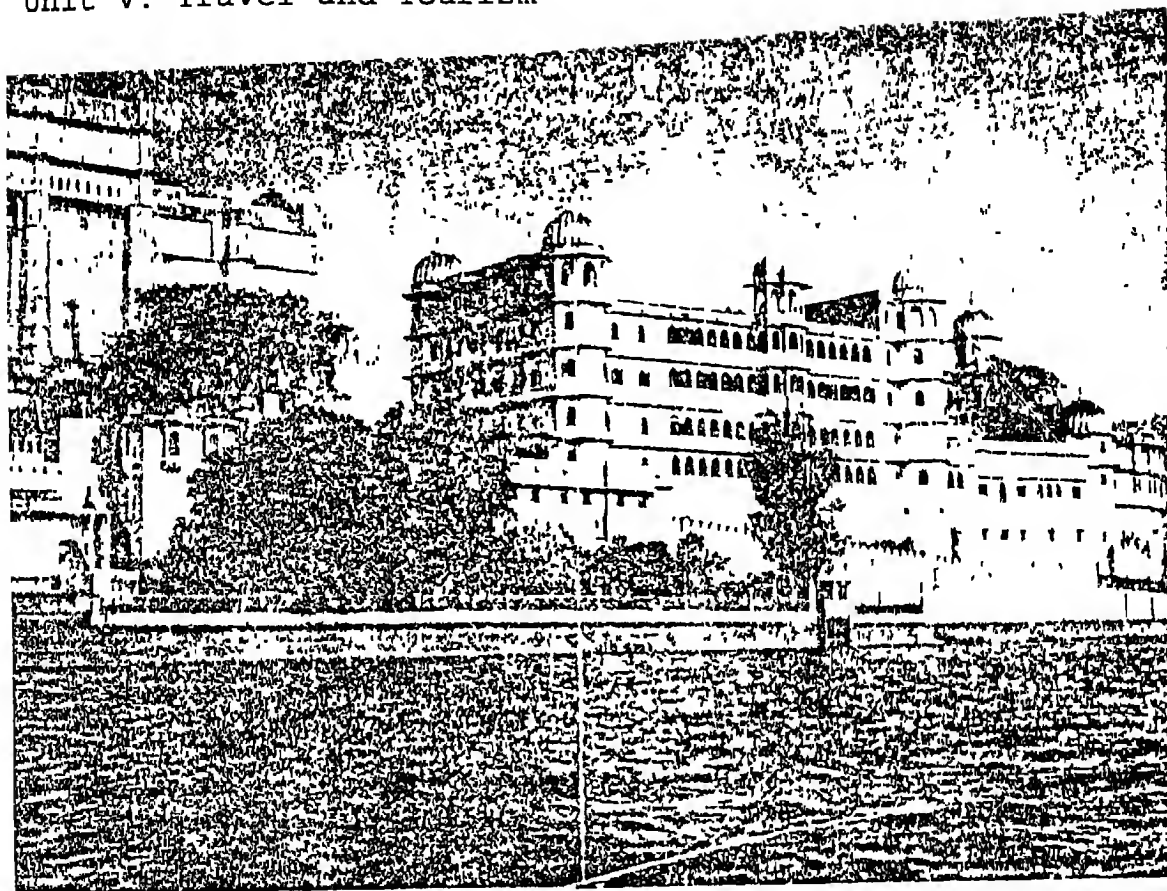


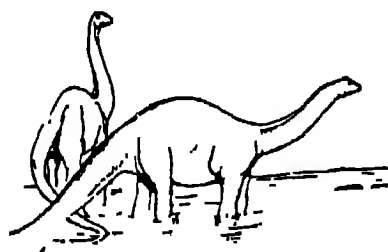
Illustration 5

English Reader CBSE VIII

Book V



DIPLOCAULUS AN AMPHIBIAN OF LONG AGO



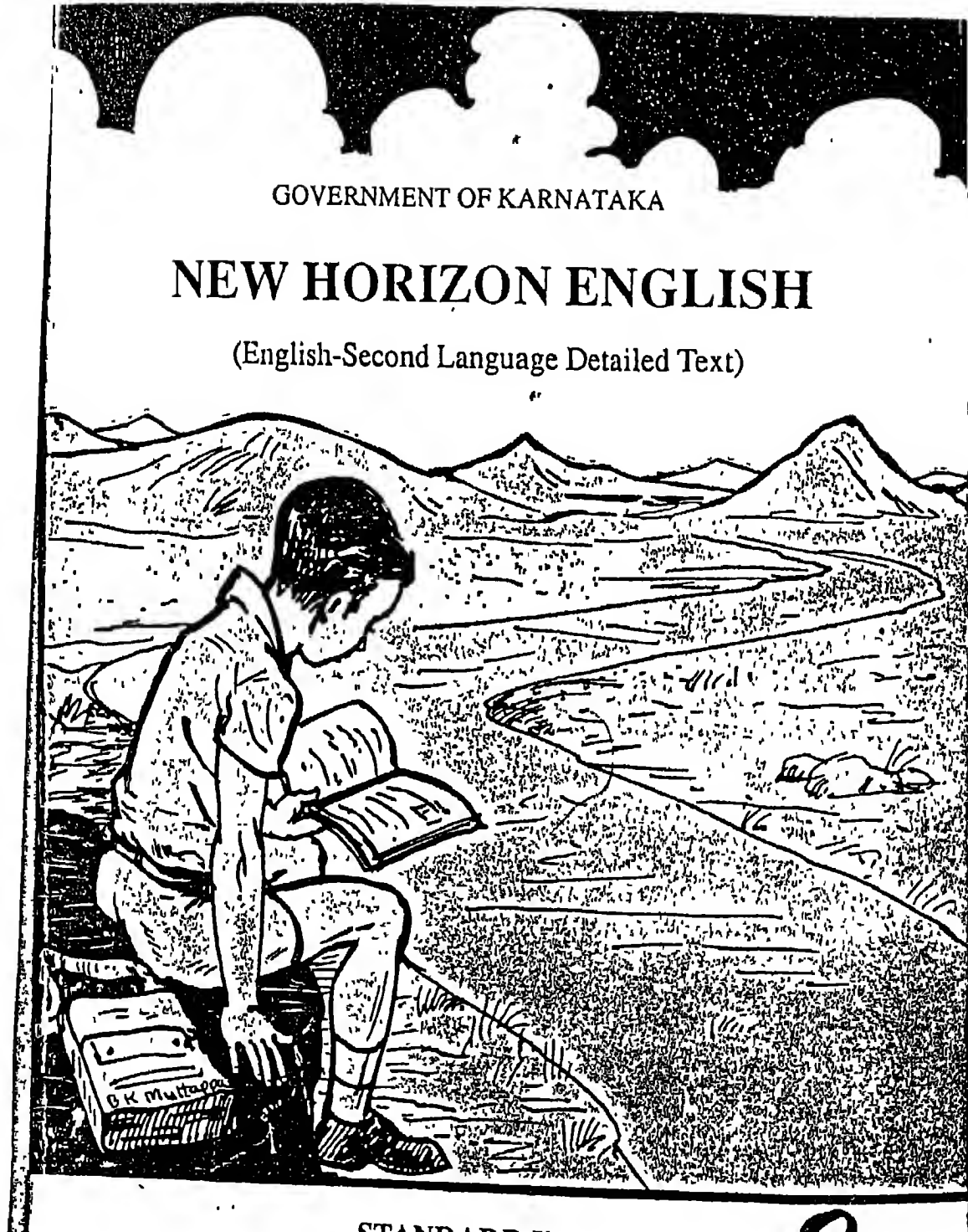
Dinosaurs



68(a)

WITH GENDER BIAS

Illustration 6



STANDARD VIII

8

Only a boy is seen reading
(girl students are excluded)

Illustration 7

No female character is presented



0901



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Language Through Literature 1

ENGLISH READER

Class IX, Course B

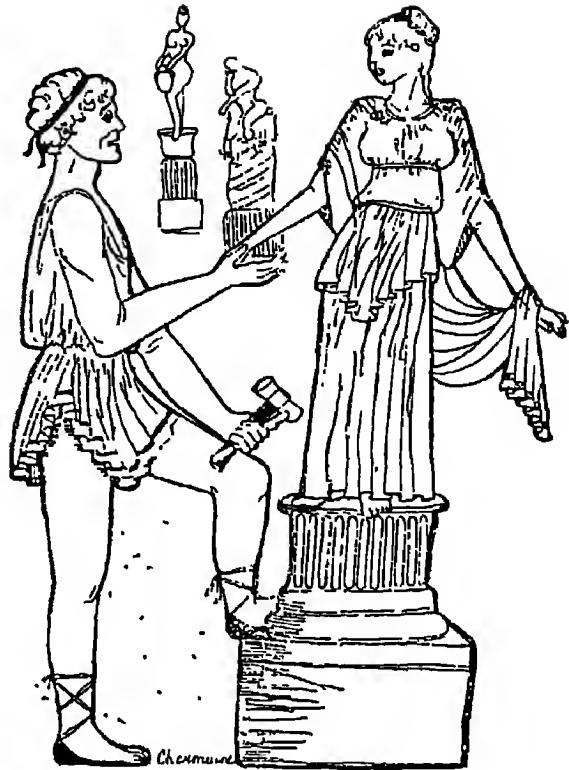


Illustration 8

Read for Pleasure, CBSE VIII

Book V

The Legend of Pygmalion



The Creator (Male) and the Created (Female)

Illustration 9

Literature Reader CBSE X

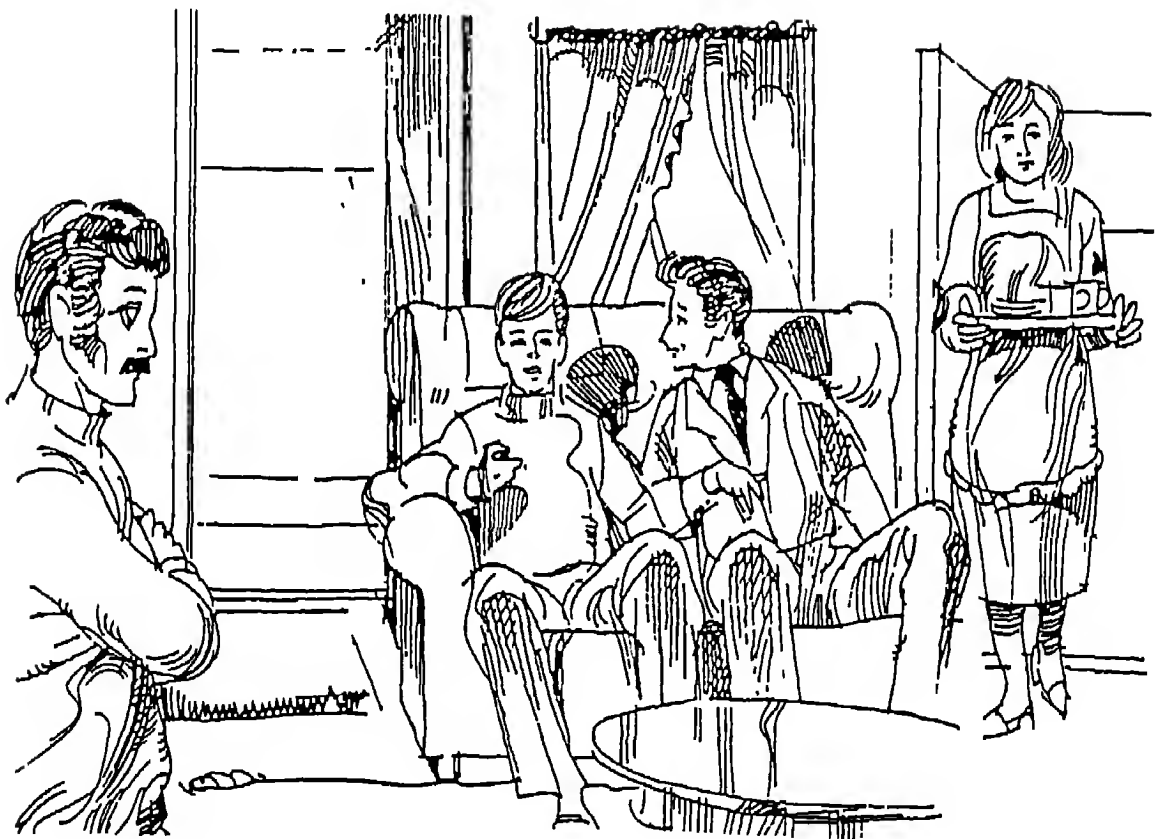
D2 - The Phoenix



Illustration 10

Literature Reader CBSE IX

D2 - The Unexpected



Mrs. Parker is carrying tray of cups and saucers.

Other male characters are sitting and waiting for tea.

superiority of their own sex and subsequently lowering the status of woman. It may also project the feeling that female characters are poorly represented because of their weakness and limited role and contribution to the process of development. Furthermore, the depiction of male sex roles almost in all aspects reinforces the traditional stereotyping or role model and the female identity becomes further crystallised by her familial role. Marriage, motherhood and family continue to be considered as the most crucial components of a woman's social existence. Hence, the female child automatically believes and accepts the superiority of a boy child. These illustrations similarly influence a teacher's attitude and reinforce the existing belief system. The cumulative impact of all these factors on a girl child is a loss of motivation to continue in school and she is saddled with low self esteem all of which lead to her being a non-achiever and a school dropout. The illustrations that do not exhibit Gender Bias are also found. See Illustrations 11, 12, 13, 14 and 15.

WITHOUT GENDER BIAS

Illustration 11

Literature Reader CBSE X

Games at Twilight



Children comprise both boys and girls

Illustration 12

Main Course Book X

This is a meeting of the school's Parent-Teacher Association
There is equal representation of males and females.



Illustration 13

Literature Reader CBSE IX

D3 - To give a daughter away



A female judge

Illustration 14

Main Course Book CBSE X

Unit 1 - Health and Medicine



Illustration 15

Main Course Book CBSE X

Unit 2 - Education



Equal representation to male and female

In the portrayal of different characters among both male and female in the State Government textbook, all progressive characters are men and all women characters have been portrayed in the traditional role of wife and mother. The work assigned to the females are essentially jobs that neither require extensive training nor bring substantial rewards (see Table 13). In the traditional portrayal a role model, a man with his superior physical and mental strength can better undertake strenuous and intellectual tasks than a woman who is handicapped by the physiological burdens of pregnancy and nursing. In the class IX textbooks a similar pattern is discerned where all progressive characters like mayor, scientist, detective, lawyer, doctor and writer are men while women have been portrayed in their traditional role of an aunt, mother, old woman, daughter, wife and beloved (see Table 14). In class X textbooks there is a bare minimum portrayal of a woman as a social reformer while all other progressive characters are male in the form of a professor, president, pilot and doctor. The portrayal of all other women characters are in the traditional role model (see Table 15).

In all the textbooks of class VIII, there is blatant gender bias as there are no lessons that highlight women's achievement nor any lesson that has a major female character apart from the traditional portrayal of women (see table 16). In table 17, although there is a mention of a female lead character but she is once again portrayed in the traditional role. In the CBSE reader, out of ten, five

Table 13: Portrayal of Characters in the English Textbooks of Class VIII in the State Government Text, CBSE Reader and CBSE Supplementary Reader

| Sl No. | Portrayal of Characters | | | | | |
|--------|------------------------------------|---|--|---------------------------------------|--|-----------------------------|
| | State Government text | | CBSE Reader | | CBSE Supplementary Reader | |
| | Non Traditional | Traditional | Non Traditional | Traditional | Non Traditional | Traditional |
| 1 | All Progressive Characters are Men | All Women characters are traditional | Progressive Roles – Judge, Mountaineer, Lawyer, Judge, Admiral are all men | All female characters are traditional | Mountaineer 2 women but shown dependent on male mountainer | Mother beloved grand mother |
| 2. | Social Reformer | Men – Father, Warrior, son. Traditional | | | | |
| 3 | Bank Manager | | | | | |
| 4 | Enginner | | | | | |
| 5 | Contractor | | | | | |
| 6. | Yoga Teacher | | | | | |
| 7. | Doctor | | | | | |
| 8 | Dentist | | | | | |
| 9 | Mountaineer | | | | | |
| 10. | News Correspondent | | | | | |
| Total | | | | | | |
| % | | | | | | |

Table 14: Portrayal of characters in the English textbooks of class IX in state government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Book and Course 'A' Literature Reader

| Portrayal of Characters | | | | | | | | | | |
|------------------------------------|---------------------------------------|---|---|------------------------------------|---|-------------------------------------|---------------------------|------------------------------|--|--|
| State Government text | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book | | Course 'A' Literature Reader | | |
| Non traditional | Traditional | Non traditional | Traditional | Non traditional | Traditional | Non traditional | Traditional | Non traditional | Traditional | |
| Progressive characters are all men | All female characters are traditional | Progressive characters like Mayor, Scientist, Detective, Lawyer, Doctor, Writer are all men | All women characters are traditional – Aunt, Old women, Mother, Daughter, Wife, Beloved | Men are portrayed as career people | All female characters are traditional | Students, Tleiress, women activists | Wife, Mother and Daughter | Single woman, Judge | Daughter, Wife, Beloved, Queen, Princess | |
| | | | | | Unit III – Environment Unit IV – Radioshow Unit VI – Children Unit VII – Sports and games Have equal no , of male and famale characters | | | | | |

Table 15: Portrayal of characters in the English textbooks of class X in the State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course ‘A’ Main Course Book and Course ‘A’ Literature Reader

| Portrayal of Characters | | | | | | |
|--|--|---------------------------------------|-------------|---------------------------|---|------------------------------|
| State Government text | | CBSE Reader | | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book – Interact in English | Course ‘A’ Literature Reader |
| Non traditional | Traditional | Non traditional | Traditional | Non traditional | Traditional | Traditional |
| One women Elizabeth Fry (Social Reformer) | Grand Mother, Beggar women, Students | All female characters are traditional | | None | Wife, Beloved mother, Daughter | Princess, Wife, Mother |
| Progressive characters Men Professor Banker Carman MLC Law Minister President Pilot | | | | | Doctor, Environmentalist | None |
| | | | | | Farmer’s wife | |

Table 16: Gender Bias in the Class VIII Textbook of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Gender bias | | |
|---|--|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader |
| Lessons that highlights Women's achievement | Lessons that highlights Women's achievement | Lessons that highlights Women's achievement |
| None | No lesson has a major female character | None |
| | Poem-2 Sounds of Dee Poem-8 Nancy Hanks have female characters that are traditional | |

Table 17: Gender Bias in the class IX textbook of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Book and Course 'A' Literature Reader

| Gender bias | | | | |
|---|--|--|---|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book | Course 'A' Literature Reader |
| Lessons that highlights Women's achievement | Lessons that highlights Women's achievement | Lessons that highlights Women's achievement | Lessons that highlights Women's achievement | Lessons that highlights Women's achievement |
| <p><u>Lesson-4</u> Kasthurba's courage</p> <p><u>Lesson-10</u> Subha have main characters as female. But both are traditional</p> | <p>Out of 10 Lessons 5 Portray women</p> <p>1-Tomsawyer – aunt 4-Hilary's aunt - aunt 6-Man in the train – Wife 9-Little girl – grand mother – mother, daughter 10-I don't believe I know you – Beloved</p> <p>No achievement recorded</p> | <p>Only 6 lessons have female characters but none highlights women's achievement</p> | <p>Unit III – Environment Unit VI – Children Unit VII – Sports & games Highlights women achievement</p> | <p>Of 13 lessons 4 highlights female</p> <p>1) Mirabai 2) To give a daughter away 3) The women on platform 8 4) The unexpected</p> |

lessons portray women but no achievement is recorded. Similarly, CBSE Supplementary Reader, Course A main Course Book and Course A Literature Reader have included some lessons on women but none of them highlight or even make a mention of a woman's achievement. In the class X textbooks only CBSE, course A main course book has a lesson which gives equal importance to both male and female characters (see Table 18).

Furthermore, there is no metaphoric identification in the textbooks of class VIII (see Table 19), class IX (see Table 20) and class X (see Table 21). Further analysis on gender bias reveal that women have been excluded from all the lessons of all the classes, i.e. VIII, IX and X. The content of all textbooks either have lessons that are of general category or are limited to male characters and male achievement (see Tables 22, 23 and 24). Infact, there is hardly any chance for exclusion of females as the lessons have the whole lesson woven around man.

The content analysis of the textbooks and supplementary readers of class VIII, IX and X further indicate in the referential genderisation that all the lessons use man to denote humankind. The pronouns used therefore are also in reference to man only, i.e. 'he', 'his', 'him', 'we', 'they', 'us', 'our' and 'their'. In referential genderisation, female characters are totally absent (see Tables 25, 26 and 27)

Table 18: Gender bias in the class X textbook of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course ‘A’ Main Course Book and Course ‘A’ Literature Reader

| Gender bias | | | | |
|---|--|---|---|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book– Interact in English | Course ‘A’ Literature Reader |
| Lessons that highlights Women’s achievement | Lessons that highlights Women’s achievement | Lessons that highlights Women’s achievement | Lessons that highlights Women’s achievement | Lessons that highlights Women’s achievement |
| Only one lesson <u>Lesson – 2</u> Elezabeth Fry – Social Reformer | <u>One poem</u> Lucygray has a girl as main character | None | Every unit has male & female characters of equal importance | None |
| <u>Poem – 2</u> <u>Lineage</u> Has grand mothers, but in traditional role | | | | |

Table 19: Metaphoric Indentification in the Class VIII Textbooks of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Gender bias | | | |
|---------------------------|---------------------------|---------------------------|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | |
| None | None | None | |

Table 20: Metaphoric Identification in the class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Bok and Course 'A' Literature Reader

| Gender bias | | | | |
|---------------------------|---------------------------|---------------------------|-----------------------------------|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book | Course 'A' Literature Reader |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification |
| None | None | None | None | None |

Table 21: Metaphoric identification in the class X textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course ‘A’ Main Course Book and Course ‘A’ Literature Reader

| Gender bias | | | | |
|---------------------------|---------------------------|---------------------------|--|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book– Interact in English | Course ‘A’ Literature Reader |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification |
| None | None | None | None | None |

Table 22: Exclusion in the Class VIII Text Books of State Government Text, CBSE Reader, CBSE Supplementary Reader

| Gender bias | | | |
|--|---|---------------------------|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | |
| Exclusion | Exclusion | Exclusion | |
| Lessons 1-Raja Ram Mohan Roy 2-Ulysses & his adventures 5-A potful of wisdom 6-Man and Machine 7-Yoga 8-Story of Abhimanyu 9-Story of Redcross 11-The Conquest of Mount everest | Story of Life part II <u>Lesson-14</u> Excludes women totally | Lesson | |
| Poems 1-The Diamond ring 3- Blind Begger have totally excluded women | <u>Poem-7</u> Natures strength also excludes women | | |
| 4 | | | |

Table 23: Exclusion in the class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course ‘A’ Main Course Bok and Course ‘A’ Literature Reader

| Gender bias | | | | |
|--|---|---|-----------------------------------|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book | Course ‘A’ Literature Reader |
| Exclusion | Exclusion | Exclusion | Exclusion | Exclusion |
| Lesson-3 – Socrates | Lessons | Lesson | Unit-II | None |
| Lesson-5 – Refugees | 2-Ulysses & Polyphen 7-Shoeshine | 2-Swan & Princes 3-Caged | Adventure – excludes woman | |
| Lesson-6 – Unforgettable Salim Ali | 8-Plants also breath and Poems | 5-Tiger for Malgudi 6-we can’t let his suffer 8-The dilemma | | |
| Lesson-7 – Dr. Ambedkar exclude women character | 2-Sympathy 3-Piping down valleys wild 4-Coromandel fishers | Exclude women totally | | |
| | Totally exclude women | | | |

Table 24: Exclusion in the class X textbooks of State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Gender bias | | | | |
|--|---|---|--|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book– Interact in English | Course 'A' Literature Reader |
| Exclusion | Exclusion | Exclusion | Exclusion | Exclusion |
| 30 words like Policeman, Brethern, Head Master etc., exclude women | <u>Lessons</u> The Tailor, Motiguj, On saying please, Tiger trouble <u>Poem</u> The charge of light Brigade, The perfect life Exclude women totally | <u>Lessons</u> 8-The Bat 9-Quality Exclude women totally | None | Neighbours sailors, Banker, Scientist, Exclude women <u>Poem</u> – Ancient Mariner <u>Lesson</u> – Phoenix Totally exclude women |

Table 19: Metaphoric Indentification in the Class VIII Textbooks of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Gender bias | | | |
|---------------------------|---------------------------|---------------------------|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | |
| None | None | None | |

Table 20: Metaphoric Identification in the class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Bok and Course 'A' Literature Reader

| Gender bias | | | | |
|---------------------------|---------------------------|---------------------------|-----------------------------------|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book | Course 'A' Literature Reader |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification |
| None | None | None | None | None |

Table 21: Metaphoric identification in the class X textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course ‘A’ Main Course Book and Course ‘A’ Literature Reader

| Gender bias | | | | |
|---------------------------|---------------------------|---------------------------|--|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book– Interact in English | Course ‘A’ Literature Reader |
| Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification | Metaphoric Identification |
| None | None | None | None | None |

Table 22: Exclusion in the Class VIII Text Books of State Government Text, CBSE Reader, CBSE Supplementary Reader

| Gender bias | | |
|--|---|---------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader |
| Exclusion | Exclusion | Exclusion |
| Lessons 1-Raja Ram Mohan Roy 2-Ulysses & his adventures 5-A potful of wisdom 6-Man and Machine 7-Yoga 8-Story of Abhimanyu 9-Story of Redcross 11-The Conquest of Mount everest | Story of Life part II <u>Lesson-14</u> Excludes women totally | Lesson |
| Poems 1-The Diamond ring 3- Blind Begger have totally excluded women | <u>Poem-7</u> Natures strength also excludes women | |
| 4 | | |

Table 23: Exclusion in the class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Book and Course 'A' Literature Reader

| Gender bias | | | | |
|---|--|---|-----------------------------------|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book | Course 'A' Literature Reader |
| Exclusion | Exclusion | Exclusion | Exclusion | Exclusion |
| Lesson-3 – Socrates | Lessons | Lesson | Unit-II | None |
| Lesson-5 – Refugees | 2-Ulysses & Polyphen | 2-Swan & Princes | Adventure – excludes woman | |
| Lesson-6 – Unforgettable Salim Ali | 7-Shoeshine | 3-Caged | | |
| | 8-Plants also breath and Poems | 5-Tiger for Malgudi 6-we can't let his suffer 8-The dilemma | | |
| Lesson-7 – Dr. Ambedkar exclude women character | 2-Sympathy | Exclude women totally | | |
| | 3-Piping down valleys wild 4-Coromandel fishers | | | |
| | Totally exclude women | | | |

Table 24: Exclusion in the class X textbooks of State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Gender bias | | | | |
|--|---|---|--|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book– Interact in English | Course 'A' Literature Reader |
| Exclusion | Exclusion | Exclusion | Exclusion | Exclusion |
| 30 words like Policeman, Brethern, Head Master etc., exclude women | <u>Lessons</u> The Tailor, Motiguj, On saying please, Tiger trouble <u>Poem</u> The charge of light Brigade, The perfect life Exclude women totally | <u>Lessons</u> 8-The Bat 9-Quality Exclude women totally | None | Neighbours sailors, Banker, Scientist, Exclude women <u>Poem</u> – Ancient Mariner <u>Lesson</u> – Phoenix Totally exclude women |

Table 25: Referential Genderisation in Class VIII Textbooks of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Referential Genderisation, Stereotype and Good Lessons & Poems | | | |
|--|--|--|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | |
| Referential Genderisation | Referential Genderisation | Referential Genderisation | |
| <u>Lesson – 6</u> Man and Machine | All the lessons use ‘Man’ to denote humankind especially <u>lesson-14</u> Story of life Part II talks of the coming of man, man the maker of tools, man the inventor | Lesson-5 | |
| <u>Lesson – 11</u> The conquest of Mount everest | | Lesson-13 | |
| <u>Poem – 5</u> The festival of Red | | Lesson-13 | |
| Full of referential Genderisation | | Have many examples Reference of genderisation | |
| People are referred as ‘Man’ | | | |
| 6 | | | |

Table 26: Referential Genderisation in class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Bok and Course 'A' Literature Reader

| Referential Genderisation | | | | |
|--|---|---------------------------|-----------------------------------|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book | Course 'A' Literature Reader |
| 3-Socrates 8-Are we playing a heavy price ? 10-Subha refer to human beings as ' <u>Man</u> ' & in <u>Poem-4</u> the patriot and <u>Poem-6</u> The noble nature | Lesson-3 Oil has a general theme. But people are referred to as ' <u>Man</u> ' men, | None | None | None |

Table 27: Referential Genderisation in Class X textbooks of State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Referential Genderisation | | | | |
|--|--|---------------------------|--|------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book- Interact in English | Course 'A' Literature Reader |
| <u>Lessons</u> 4-Hiroshima 7-Ecology 8-Good & Bad Application of Science Though general in theme, refer to people as 'Man', 'Mankind' | <u>Lesson</u> 3-Little brother 6-The tailor 10-Tiger trouble <u>Poem</u> 4-the perfect life have referential genderisation | None | None | None |
| <u>Poems</u> 7- Green tent 8-Meru refer to people as men, man, mankind | | | | |

The textbook analysis further reveals that in class VIII. The state textbook refers to 19 female characters, all of whom belong to stereotype imaging like wife, mother, beloved daughter and nurse (see Table 28). In the class IX textbook, although a similar trend is visible but in the CBSE, course A main course book, stereotypes are mentioned along with a positive characterisation like activists and athletes (see Table 29). For class X, in the State Government textbook, there is mention of one female character who is referred to as role model. In the other textbooks all female characters are stereotypes (see Table 30).

In the traditional stereotyping or role model, a women's identity has been defined predominantly by her familial role. Marriage, motherhood and family are considered to be the most crucial components of a woman's social existence. The textbooks always categorise the female actors by their marital and parental status.

The wide body of beliefs, epigrams, treatises and jokes demonstrate how kings and comedians alike have long felt obliged to comment on the nature of the sexes. The variety of such role is not as interesting as the amount of confidence it commands as a guide to actual sex role behaviour. In samples from cross-section of populations, psychologists have found a substantial agreement on popularly held beliefs regarding the personality traits of men and women. In the traditional stereotype, males are

Table 28: Stereotypes in class VIII textbooks of State Government text, CBSE Reader and CBSE Supplementary Reader

| Stereotype | | |
|---|--|---------------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader |
| Stereotype | Stereotype | Stereotype |
| All the 19 female characters are stereotypes like wife, mother, beloved, daughter and nurse | All female and male characters are stereotypes | All female characters are stereotypes |

Table 29: Stereotypes in Class IX Textbooks of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Stereotype | | |
|---|--|---------------------------------------|
| State Government text | CBSE Reader | CBSE Supplementary Reader |
| Stereotype | Stereotype | Stereotype |
| All the 19 female characters are stereotypes like wife, mother, beloved, daughter & nurse | All female and male characters are stereotypes | All female characters are stereotypes |
| 7 | | |

Table 30: Stereotypes in Class X textbooks of State Government Text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' Main Course Book and Course 'A' Literature Reader

| Stereotype | | | | |
|---|---|---|---|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course 'A' Main Course Book-Interact in English | Course 'A' Literature Reader |
| All women characters are stereotypes except Elizabeth Fry – who is a role model | Female Characters are all stereotypes like Mother, Sister, Daughter | Circus manager's wife Mrs Malachov women Daughter Wife of Mr Das Fat women Marian Fred a Mrs. Lebnument Are all stereotype as Mother, Wife and Daughter | Only one farmer's wife | Princess in Lady or Tiger Wife in Tribute Mother in Refugee |

independent, competitive, task oriented, clever, brave, strong in physique and character. The stereotype female on the other hand is generally considered dependent, selfless, confused, non-aggressive, imitative, essentially a follower, incompetent, fragile weak and fearful. The customary roles of femininity and masculinity destine the women to be a housewife and mother, while the man invents, builds empires and rules the world by virtue of his inherent superiority.

The labelling in language used for men in the highschool textbooks are achiever, assertive, courageous, daring duty minded, disciplined, fearless, firm, generous, brave and clever. While for women, the adjectives frequently used are beautiful, dependent, helpless, hysteric, motherly, obedient quarrelsome, sacrificing, scared and timid (see Table 31). However, this bias is not evident in the textbooks of CBSE, course 'A' main Course Book and Course 'A' Literature Reader where the labelling is the same for both male and female. In other words, adjectives used to describe a male are also attributed to the female. A similar trend is discernible in the textbooks for classes IX and X (see Tables 32, 33 and 34).

In a further analysis of the textbooks for gender bias, lessons that are general without gender bias were identified for each class (see Tables 35, 36 and 37). There is no gender bias either in the character or language of the textbooks. They all present content that is free of gender bias.

Table 31: Labeling of Males and Females in the text books of class VIII, IX and X in State government text, CBSE reader, CBSE Supplementary reader, CBSE Course 'A' Main course book – Interact English and Course 'A' Literature reader

| State Government text | | Labeling | | | | Course 'A' Literature Reader | |
|-----------------------|------------|---------------|--------------|---------------------------|-------------|--|-----------------|
| | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book- Interact in English | |
| Male | Female | Male | Female | Male | Female | Male | Female |
| Achiever | Attractive | Able | Affectionate | Adventurous | Angry | Adventurous | Female |
| Adventures | Beautiful | Adventures | Beautiful | Agile | Beautiful | Assertive | Adventurous |
| Amazing | Careless | Artistic | Dependent | Angry | Cruel | Bold | Bold |
| Ambitious | Devilish | Beautiful | Helpless | Artist | Dainty | Goal oriented | Caring |
| Appreciative | Domestic | Big Hearted | Hysteric | Business | Dependent | | Cruel |
| Assertive | Faithful | Brilliant | Loving | Compassionate | Excitable | | Decision making |
| Authoritative | Frustrated | Callous | Motherly | Considerate | Frightened | | Greedy |
| Brave | Humiliated | Careful | Obedient | Cunning | Helpless | | Rebellious |
| Clean | Ill | Clever | Old helpless | Firm | Horrid | | Strong |
| Clever | Kind | Commanding | Poor | Good worker | Lovely | | Sympathetic |
| Compassionate | Lovely | Compassionate | Quarrelsome | Muscular | Nervous | | |
| Confident | Obedient | Confident | Sacrificing | Observant | Polite | | |
| Courageous | Orthodox | Considerate | Scared | Philosophical | Pretty | | |
| Daring | Pretty | Courageous | Sick | Professional | Quite | | |
| Dedicated | Productive | Determined | Timid | Proud | Sacrificing | | |
| Diplomatic | Sick | Discoverer | Trusting | Scholarly | Sarcastic | | |
| Disciplined | Vengeful | Eccentric | | Strong | Scared | | |
| Duty minded | Weak | Famous | | | Selfish | | |
| Energetic | | Forgiving | | | Snobbish | | |
| Enthusiastic | | Generous | | | Sympathetic | | |
| Fair | | God fearing | | | Timid | | |
| Fearless | | Hardworking | | | | | |
| Firm | | Helpful | | | | | |
| Genius | | Honest | | | | | |
| Good | | Intelligent | | | | | |
| Gracious | | Inventive | | | | | |
| Grateful | | Inventor | | | | | |

Table 32: Labeling of male/female in Class VIII textbooks of State Government text, CBSE Reader and CBSE Supplementary Reader

| Labeling | | | | | |
|---|---|---|--|---------------------------|--|
| State Government text | | CBSE Reader | | CBSE Supplementary Reader | |
| Male | Female | Male | Female | Male | Female |
| Strong, brave, skillful, clever, adventures, rich, wise, witty, intelligent, energetic, confident, honest, enthusiastic, undaunted, sincere, polite, ideal, noble, hardworking, dedicated, selfless, genius, clean, perfectionist | Pretty, beautiful, obedient, kind, attractive, faithful | Wise, commanding, powerful, noble, intelligent, adventures, practical, confident, inventive, able, honest, proud, respectable, determined | Female are labeled as beautiful, obedient, quarrelsome, loving, helpless | | Labeled as beautiful dependent Lesson-6 Lesson-8 Lesson-14 Lesson-15 |
| | 5 | 5 | 14 | | |

Table 33: Labelling of male/female in class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course 'A' Main Course Book and Course 'A' Literature Reader

| Labeling | | | | | | | |
|---|---|--|--|--|---|--|--|
| State Government text | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book | |
| Male | Female | Male | Female | Male | Female | Male | Female |
| Firm, Brave, Noble, Loyal, Selfless, wise, Popular, Assertive, Proud, Loving, Amazing, Achiever, Energetic, Fearless, Resourceful, Grateful, Daring, Successful, hardworking, Lawgiver, gracious, good, Ambitious, merciful | Beautiful, Lovely, Devilish, Frustrated, Vengeful, Orthodox, Weak, Faithful | Men – Mischievous, Clever, Wise, Generous, Sympathetic, Sacrificing, Beatrful, Helpful, Self-respecting, Principled, Famous, Inventor, Discoverer, Terrifying, Big hearted | Women are labeled as Timid, Trusting, Dependent, Sick, Old helpless, Scared, Poor, Sick. No Positive Quality | Proud, Compassionate, Considerate, Professional, firm, Strong muscular, Observant, Adventurous, Angry, | Horrified, Angry, Nervous, Excitable, Timid, Pretty, Sarcastic, Frightened, Polite, Quite, Selfish, Sacrificing | Both Male and Female are shown as Bold, Adventurous, Decision making, Achievers, Rebellions and Strong | Female are shown as Bold, Adventurous, Decision making, Achievers, Rebellions and Strong |
| | | 15 | 9 | 10 | 11 | | |

Table 34: Labelling of male/female in class X textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE Course 'A' main Course Book and Course 'A' Literature Reader

| Labeling | | | | | | | | | |
|--|---|--|---|---|---|--|--------|------------------------------|------------------------------------|
| State Government text | | CBSE Reader | | CBSE Supplementary Reader | | CBSE -Course 'A' Main Course Book- Interact in English | | Course 'A' Literature Reader | |
| Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Authoritative, Thoughtful, fair disciplined, Appreciative, Innovative, Diplomatic, Courageous, Duty minded, Strong, Popular, Respected, Sympathetic, Kind, Compassionate | Except Elizabeth Fry other female characters are labeled – Sick, Ill, Careless, Humiliated, Domestic productive, all expected feminine traits | Brilliant, Vengeful, Lawless, Callous, Eccentric, Courageous, Perseverant, Patient, Carefully, God fearing, Helpful, Hard working, Considerate, Polite, Well manned, Compassionate, Forgiving, Beautiful, Artistic | Obedient, Motherly, Affectionate, Hysteric, Sacrificing | Adventures, Business, Professional, Agile, Muscular, Philosophical, Scholarly, Cunning, Good worker, Artist | Scared, Cruel, Snobbish, Pretty, Dainty, Sympathetic, Lovely, Helpless, Dependent | None | | | Greedy, Cruel, Sympathetic, Caring |
| | | 20 | | | | | | | |

Table 35: Gender Bias Lessons in Class VIII Textbooks of State Government Text, CBSE Reader and CBSE Supplementary Reader

| Good Lessons & Poems | | | |
|---|---|--|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | |
| Good Lessons & Poems | Good Lessons & Poems | Good Lessons & Poems | |
| <u>Poems</u> | <u>Lessons</u> | Not a single lesson offers positive role model | |
| 2-when the child smiles (no reference to sex) | 3-Trees | | |
| 4-Silver | 8-The universe | | |
| 6-Vehicles | 12-Story of life-I | | |
| 7-The paper boat | <u>Poems</u> | | |
| 8-Lines written in March | 3-Mountain and the squirrel | | |
| 9-The swing | 5-Owl & the pussy cat | | |
| General themes | have general themes | | |
| | so, no gender bias in language or content | | |
| 8 | | | |

Table 36: Gender Bias free lessons in class IX textbooks of State Government text, CBSE Reader, CBSE Supplementary Reader, CBSE course ‘A’ Main Course Bok and Course ‘A’ Literature Reader

| Good lessons | | | | |
|--|---|---------------------------|--|---|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book | Course ‘A’ Literature Reader |
| <u>Lesson-2</u> Different classes of people is devoid of Gender bias | <u>Poem-5</u> Nightingale the glow worm General theme that highlights individual talent and right for self respect | None | Unit III – Environment Unit IV – Radioshow Unit VI – Children Unit VII – Sports & games Have general themes give equal importance to Male and Female | <u>Poems</u> Child or Adult for Kalpana <u>Lessons</u> Mirabai Unexpected woman on platform & to give daughter away |

Table 37: Gender bias free lessons in class X textbooks of state government text, CBSE reader, CBSE Supplementary Reader, CBSE Course ‘A’ main Course Book and Course ‘A’ Literature Reader

| Good lessons | | | | |
|---|--|---------------------------|--|--|
| State Government text | CBSE Reader | CBSE Supplementary Reader | CBSE -Course ‘A’ Main Course Book– Interact in English | Course ‘A’ Literature Reader |
| <u>Lesson</u> 3-Soligas No gender bias in characters or language <u>Poems</u> 1-Tiger and the Deer 3-Sowing Nuke 5-Aunt & Cricket 6-Lead kindly light 9-Old familiar faces 10-I know some lonely places. No gender bias in languages or theme | <u>Lesson</u> 2-Human environment <u>Poem</u> 2-Barter General theme | Without gender bias None | All the units present language content that is free of gender bias | <u>Lessons</u> 1-The ultimate safari 2-Games at twilight <u>Poems</u> Frog and Nightingale No gender Bias |

The high school state text book, CBSE, Reader CBSE Supplementary Reader, CBSE course 'A' main course book and course 'A' Literature Reader are written largely by males. Even in the textbook committee, males' largely dominate. This trend is discernible for contributors to the textbook as well (see Tables 38, 39 and 40). However, in members of the textbook committee for CBSE, course A main Course Book and Course 'A' Literature Reader, 44% are females but as far as contributors to the textbook are concerned, it is largely dominated by male; 81.81% as compared to 18.18% female. This shows that low preference has been given to female writers in contributing to the textbook.

Men and women are equally important and essentially the same biologically, socially and culturally, but in a man-centered society women are always given a secondary place. The desirable attitudinal change be brought about through a concerted team effort by the writer of books for schools and teachers who can help in creating a congenial atmosphere in and outside the classroom so as to elevate and enhance the status of women. A textbook writer, thus, has a vital role to play for he/she can help in promoting a healthy attitude of cooperation between boys and girls.

It is true that the literary works of past era do mirror the bias existing in society and comprises largely of male centered language (see Tables 41, 42 and 43-Quotation from the text to substantiate gender bias). It is evident that the bias exists largely in the State Government text

Table 38: Members of the Textbook Committee and Authors of the Textbooks for Class VIII.

| Sl. No | Particulars | | | | | | | | | | |
|--------|--|-----------------------|--------|-------------|--------|---------------------------|--------|------|--------|------|--------|
| | | State Government text | | CBSE Reader | | CBSE Supplementary Reader | | | | | |
| | | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| 1. | Members of the Text book committee | 5 | 83 33 | 1 | 16 67 | CIEFL, Hyderabad | | 3 | 75 | 1 | 25 |
| 2. | Chairperson of the Text book committee | 1 | 100 | - | | | | - | - | 1 | 100 |
| 3. | Artists of the Text book | - | | - | | | | - | - | 1 | 100 |
| 4. | Cover page of the text book | 1 | 100 | - | | | | - | - | - | - |
| 5. | Contributors to the text book | 6 | 100 | None | | 18 | 50 | 18 | 50 | 11 | 78.57 |
| Total | | 13 | 92.85 | 1 | 7.15 | 18 | 50 | 18 | 50 | 14 | 70 |
| | | | | | | | | | | 3 | 21.42 |
| | | | | | | | | | | 6 | 30 |

Table 39: Members of the Textbook Committee and Authors of Textbooks for Class IX

| Particulars | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-------|--------|-------|-------------|-------|--------|-------|---------------------------|-------|--------|-------|-----------------------------------|-------|--------|-------|------------------------------|-------|--------|-------|
| | State Government text | | | | CBSE Reader | | | | CBSE Supplementary Reader | | | | CBSE -Course 'A' Main Course Book | | | | Course 'A' Literature Reader | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| Members of the Text book committee | 4 | 66.66 | 2 | 33.33 | 6 | 85.71 | 1 | 14.28 | 5 | 83.33 | 1 | 16.66 | 5 | 55.55 | 4 | 44.44 | 5 | 55.55 | 4 | 44.44 |
| Chairperson of the Text book committee | 1 | 100 | - | - | - | - | 1 | 100 | - | - | 1 | 100 | - | - | 1 | 100 | - | - | 1 | 100 |
| Artists of the Text book | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cover page of the text book | - | - | 1 | 100 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Contributors to the text book | 6 | 85.71 | 1 | 14.28 | 12 | 80 | 3 | 20 | 7 | 100 | - | - | - | - | - | - | 10 | 83.33 | 2 | 16.66 |
| Total | 11 | 78.57 | 3 | 21.42 | 18 | 78.26 | 5 | 21.73 | 12 | 85.71 | 2 | 14.28 | 5 | 50 | 5 | 50 | 15 | 68.18 | 7 | 31.81 |

Table 40: Members of the Textbook Committee and Authors of Textbooks for Class X

| Particulars | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-------|--------|-------|-------------|-------|--------|-------|---------------------------|-------|--------|-------|-----------------------------------|-------|--------|-------|------------------------------|-------|--------|-------|
| | | State Government text | | | | CBSE Reader | | | | CBSE Supplementary Reader | | | | CBSE -Course 'A' Main Course Book | | | | Course 'A' Literature Reader | | | |
| | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| Members of the Text book committee | | 6 | 75 | 2 | 25 | 5 | 83.33 | 1 | 16.66 | 5 | 83.33 | 1 | 16.66 | 5 | 55.55 | 4 | 44.44 | 5 | 55.55 | 4 | 44.44 |
| Chairperson of the Text book committee | | 1 | 50 | - | 50 | 1 | 100 | - | - | - | - | 1 | 100 | - | - | 1 | 100 | - | - | 1 | 100 |
| Artists of the Text book | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cover page of the text book | | - | - | - | - | - | - | 1 | 100 | - | - | 1 | 100 | - | - | - | - | - | - | - | - |
| Contributors to the text book | | 12 | 85.71 | 2 | 14.28 | 15 | 83.33 | 3 | 16.66 | 8 | 88.88 | 1 | 11.11 | - | - | - | - | 9 | 81.81 | 2 | 18.18 |
| Total | | 19 | 82.60 | 4 | 17.39 | 21 | 80.76 | 5 | 19.23 | 13 | 76.47 | 4 | 23.52 | 5 | 50 | 5 | 50 | 14 | 66.66 | 7 | 33.33 |

Table 41: Quotation from the text to substantiate gender bias

CLASS-VIII

State Government Text

Lesson 1: Raja Ram Mohan Roy

- * Whole lesson is an exercise in highlighting Raja Ram Mohan Roy's character.

Lesson 2: Ulysseus

- * "He could build a house or a ship as any other man"
- * "Paris had stolen Helen from Menelous" - 'Women are objects'
- * "Your husband is dead. Why don't you marry one of us ?" - 'a woman has to have a husband'

Lesson 3: Evils of Drinking

It has a general theme

Lesson 4: Housing Problems

Lakshmi - "I wanted to have decoration on the Walls But Bhaskar desired to have plainwalls". (Man takes decision)

Lesson 6: Man and Machine

- * The whole lesson is an exercise in excluding women and using Man and he as representatives of humanity.
- * In the exercise also an anecdote on the life of Buddha is given which has another character - Sunitha, a sweeper of Rajagriha.
- * In the exercise to introduce Active-passive voice, 'He' is used.

Lesson 7: Yoga

The whole lesson excludes women characters.

Lesson 8: The Story of Abhimanyu

The whole lesson is a picture of battlefield.

Lesson 9: The Story of the Red Cross

The whole lesson is dedicated to the life and work of Dr. Jean Henry Durant.

Lesson 11: The Conquest of Mount Everest

* "Man had conquered Mount Everest at last !"

* The members - consisting of English men, Newzealanders and Sherpas"

Lesson 12: The First Patient

Little girl - "I don't want to see the dentist (She is dragged by the mother).

Woman 3 - There is nothing to be afraid of

Michael - No, I am not afraid. There is no need to treat me like a baby. I am not afraid of dentist.

Woman 2 - (Stants weeping and sobbing) She screams and faints.

CBSE Reader

None

CBSE Supplementary Reader

None

Table 42: Quotation from the text to substantiate gender bias

CLASS-IX

State Government Text

Lesson 1: Bhishma

- * Sathyavathi asked Shantanu to seek her father's permission.
(Subordinate)
- * Bhishma won all the three daughters of the king Kasi at Swayamwar (Objectifications of women).
(Actually Swayamwar means a girl choosing her life partner from among many suitors).
- * Gandhari also blindfolded herself and decided to live a life of blind women (Pativrata dharma).
- * Bhishma did not want to fight with Sikhandi who was born as woman (It is not appropriate for a woman to be a warrior).

Lesson 3: Socrates

Each soldier took an oath to serve his country and leave it greater and better than he received it. Socrates was the wisest man that ever lived.

Lesson 4: Kasthur Bai's courage

- * "The doctor knew that he might not without my consent, give her wine or meat".
- * "Doctor telephoned for permission to give her beef tea".
- * "I would never allow my wife to be given meat or beef, even if the denial meant her death".
- * "My son said that his mother should not be given beef tea".

- * "You may discuss the thing with my husband and children if you like".
- * "The children swore by their father's creed".
- * "To her, the scriptural texts were a sealed book".

Lesson 7: Dr. Ambedkar his early life

No importance for female characters.

Bhim's mother - religions, dies when he is two years old.

One of the women of Ramji's family - reference in a line or two.

Lesson 8: Are we paying a heavy price

- * In many ways man is mainly responsible for pollution.
- * It is the main source of water for man and beast.
- * Air pollution is the greatest threat to mankind.
- * Quite often man has felt that ...
- * Industrialisation has been beneficial to mankind.
- * Man has been throwing out garbage ...

Lesson 10: Subha

- * "Her two elder sisters were maimed with usual difficulties and expenses".
- * "Subha lay like silent weight upon the heart of her parents".
- * "God had sent her like a curse to her father's house, so she kept away from people and tried to live apart".
- * She thought of her marriage filled her parents with anxious care; people blamed them, even talked of making them out castes".
- * She followed her father and mother like a dumb waif.

- * The future husband came with a friend to inspect.
- * Her parents were weak with anxiety and fear.
- * She came timidly and he inspected her and remarked "Not so bad !".
- * Having delivered their dumb girl into another's hands. Parents were safe in the next world.
- * Subha's husband found a new wife !

CBSE Reader

None

CBSE Supplementary Reader

Lesson 7: The Muscular Son in Law

- * One world of ridicule stirs a man more than ten words of canned.
- * He would make his limbs firm and strong as befitted young man.
- * In order to enhance the manliness of his appearance he gave up shaving his beard.
- * The ladies are very much frightened.
- * "The rascal in whose care did you leave the house ?"
- * Our Nalini is like a doll made of butter.

Lesson 9: The Blanket

- * He was not the kind to cry and besides he was too old for that, being clever (boys shouldn't cry).
- * The girl with the hard bright face like Elina doll. The only female character is wicked, selfish and cruel.

Lesson 11: The Gift of the Magi

- * "Please God - Make him think I am still pretty".

CBSE - Course 'A' Main Course Book

Unit III: Environment

* For centuries, man has been ruthlessly killing whales.

Course 'A' Literature Reader

Drama - Mirabai

* "Most girls would be content to be the bride of Mewar".

* "Peace woman, your voice is like a peacocks".

* "She does not care for things that please me".

* "It will not do to let so young a girl have her own way".

* "All women cry for what they want and often cannot have".

* "I hope she comes before you with submission".

* "I was docile, and sought to please".

* "I will not be defied, I, Lord of Mewar by a mere girl".

* "Brace yourself up to be the mother of sons".

* "I am a little better than a captive".

Table 43: Quotation from the text to substantiate gender bias

CLASS X

State Government Text

Lesson 4: Hiroshima

- * "It was the most shocking sight that man had ever witnessed".
- * "It was the most powerful bomb, man had ever known until then".

Lesson 7: Ecology

- * "Man's meddling with nature ... crisis known to mankind".
- * "Study of organisms ... including man".
- * "The species which occupies the centre in man".
- * "Man had by that time colonised the Earth".
- * "Agriculture was man's first challenge to nature".
- * "No bird fouls its own nest. But the doubly wise man excels in their practice".

CBSE Reader

Lesson 3: Little Brother

- * Through the succeeding hour, a white faced boy worked manfully.
- * The boy's heart had become a man's.
- * This new born manhood took command.
- * He must protect his mother and tiny sister.

Lesson 6: The Tailor

- * He can change a man by changing the style of his clothes.
- * I don't care for gentle mainly elegance.

CBSE Supplementary Reader

Lesson 2: Not Just Oranges

* She caught the old man's stern glance and drew her hands away.

* "Don't I know you'll pay - just look at you" old man
jobbed at the daughter.

Lesson 3: The End of the Rope

* "You are a man, let us go".

CBSE - Course 'A' Main Course Book

None

Couse 'A' Literature Reader

None

books but is absent from CBSE Reader and CBSE Supplementary Reader for Class VIII. In class IX, CBSE Reader textbooks are gender bias free while for class X, CBSE - course 'A' main course book and course 'A' Literature Reader have no lessons which have portrayed women in a negative role or in a biased manner.

The textbook writers should maintain vigilance against negative thinking and aspects. Basically the task of textbook writers is a challenging one and now, and what is presented is of great importance. This is because children are influenced considerably by the content in the textbook. Therefore care needs to be taken that children do not gather undesirable ideas about stereotype images of women from textbooks. A writer is not constantly aware of this fact, negative aspects, do creep in though unknowingly in textbooks. In a textbook characterisation and presentation of the material are equally important factors. The number of female characters should not be too few as compared with the male characters. The variety of roles attributed to women and their treatment are equally important. Usually the female characters depicted in textbooks are traditional and stereotyped; they encouraged male achievement, but they do not participate as equal partners. At best they act as helpers. There is a need to present women in non-traditional roles, so that it would lead to a change in attitude towards women.

CHAPTER V

SUMMARY AND CONCLUSION

Whenever there is any discussion of men and women's issues, the word 'sex' and 'gender' are used to categorise them. Sex is often termed as 'biological' and hence 'natural' whereas gender is 'socially acquired' and hence 'cultural'. The word natural is used in a series of assertions that describe the differences established in social life between men and women as obligation in biology. It is implied that the relationship between 'natural' and 'cultural' is a straight forward one of cause and effect. Contemporary research in biology rejects this view, arguing that biology is a dynamic component of our existence and not a one way determinant. 'Sex' is also interpreted as 'sex' which is a particular construct of human bodies and 'sex' which is the physical nature or biological process of human bodies. Gender is what different cultures make of sex.

The inequality between men and women is connected to women's symbolic association with the realm of nature and men's association with the realm of culture; women's association with domestic sphere as opposed to men's association with public sphere; it is also interpreted according to English Marxist feminist theory as reproduction versus production. However, gender relation cannot be understood as a simple reflection of sexual division of labour. The difficulty with investigating gender inequality

is that one has to analyse not only the political and economic contexts in which gender relations are operative, but also the cultural and symbolic meanings accorded to gender differences. All forms of social change involve the reworking of gender relations to greater or lesser degree.

In all issues concerning women, 'status' is a word that figures prominently. It is a relative and multifaceted concept that means different things in different societies, cultures and contexts. A set of comprehensive indicators can be applied to measure the status of women, but the outcome will be valid only at that point of time or for a particular context or culture. The different issues which directly or indirectly relate to the status of women are political recognition, legal recognition, access to education, access to employment and improving health. Sustainable development can only be achieved with the full and equal participation of women. The gender inequality existing in the social institutions like judiciary, economic system, educational system and family planning services, choices have to be addressed by policy reforms and affirmative actions. The revolution for gender equality has a simple but far reaching message. If human development is not engendered it will be endangered.

Girls and women are often abused and their adult life is totally lacking in access to and control of resources which are basic to a life of dignity and personal satisfaction. Abuse basically is a concept which lowers the

self-concept and self-esteem of an individual and often cripples person physically, mentally and emotionally. Self-concept is basically how an individual views oneself. It is their feelings, attitudes, perceptions and knowledge about one's own attributes. Self-esteem, on the other hand, is the dynamic aspect of self-concept through which an individual constantly evaluates oneself in relation to society and what value is placed on oneself. Because of sex role identity learning is reinforced at appropriate point.

Basically girls and women have a low self-image and a negative self-concept. They don't feel themselves as needed important or valued. Child rearing practices have a marked effect on the development of self-concept among children. In India, experiences given to children are on the basis of their sex. Girls are valued little, often seen as liability to be got rid of while special value is accorded to the male child, an awareness which comes to a girl child very early in life. Even among caring parents a little girl may hear a visitor exclaim "Oh what a sweet child ? How wonderful it would have been if she was a boy !" Little girls watch how the birth of a male baby is awaited and celebrated. It is this constant exposure to abuse that makes women hate their species. The woman who gives birth to a son is valued and treated with a lot of good food, rest, clothes and gifts, while those who beget daughters are neglected, underfed and even ill-treated.

Brought up in this manner, a girl child develops an inadequate and negative self-concept. She is at best inadequate, lacks initiative, is timid, afraid, diffident, dependent, unable to express herself or take decisions or to do much on her own. Therefore, it is imperative the society should act to release them from this cruel fate.

Hence, gender based inequities permeate almost every aspect of the growing girl's social and cultural environment. To be able to grow into an active, skilled and confident woman, a girl child must be nurtured in an environment of dignity and opportunity. However, for the average girl child in India, the privations of poverty are significantly aggravated by value systems, norms and mores which define and not infrequently disparage the role of woman. It must be remembered that the status of the girl child anticipates the status of women in society.

Gender bias rules at the macro level, serves to justify social structures that refuse female equal access to legitimate opportunities and rewards in areas where sex is a totally irrelevant criterion. At the micro level, gender bias supports conditions allowing the members of one sex to be socialised into market place, achievement oriented leadership patterns, while conditioning the other sex to seek fulfillment through non-market place supportive roles.

In the high school textbooks, gender bias exists in several items like occupation assigned (see Tables 5, 6, 7, 8 and 9) to male and female, number of male and female

characters portrayed (see Tables 1, 2 and 3), illustrations in the text book (see Tables 10, 11 and 12), language used for males and females in different situations. The authors of school textbooks are largely male. A few females have appeared as the writers of CBSE Course 'A' main course book and Course 'A' Literature Reader, but; their overall number is much smaller than the male authors. Moreover, women have been excluded from all the lessons of all classes, i.e. VIII, IX and X. The content of all textbooks either have lessons that are of general category or are limited to male characters and male achievement (see Tables 22, 23 and 24).

In the referential genderisation, all the lessons in the textbook use man to denote humankind. The pronoun used, therefore, are also in reference to man only, i.e. 'he', 'his', 'him', 'we', 'they', 'us' and 'our'. In referential genderisation (see Tables 25, 26 and 27) and metaphoric identification (see Tables 19, 20 and 21) female characters are totally absent. In class VIII State text book, there are nineteen female characters who belong to stereotype imaging like wife, mother, beloved, daughter and nurse (see Table 28). It is only in CBSE, course 'A' main Course Book that stereotypes are mentioned along with a positive characterisation. In studying the range and diversity between male and female the images assigned to both of them, after analysis, indicated that the labeling used for male were appreciative of their generosity, intelligence, physical strength and bravery, while for women the adjectives were

limited in number and those frequently used to describe a feminine image are devoted and kind. However, this bias is not there in the textbooks of CBSE, Course 'A' main course book and course 'A' Literature Reader. In these two textbooks, the labeling used is the same for both the sexes. Lessons which are gender bias free are mostly general in nature as there is no gender bias in the character or language of the text book. The content is free of gender bias.

In short, in all the textbooks, male characters are predominant in number and strength of characterisation and occupational status. A majority of female characters are demure, delicate, housewife types who do not serve as positive role models. There is no justice done to female characters in the area of illustration. Furthermore, characterisation is stereotyped with homely, selfless, sacrificing and timid characters dominating the gallery of characters. Exclusion resulting in sex-based terms, closing women kind are seen in abundance in all the text books. Referential genderisation is found frequently and the creation of masculine and female prototypes with gender linked traits attributed to them, has resulted in extensive labeling.

Through the degree of existence of metaphoric identification, exclusion, labelling and referential genderisation, the paucity of adequate female characters and the non-existence of positive role models for female section of

students contribute towards the inference that there does exist a sexist bias in the state textbooks, CBSE Readers, CBSE Supplementary Reader, CBSE course 'A' main Course Book and course 'A' Literature Reader, that reflects societal attitude towards women. Women as a kind are poorly portrayed and represented. As a consequence, women as a kind do not succeed in inculcating positive, strong and independent values in the minds of students regarding their personalities. This results in poor estimation of female character and personality, under valuation of female life, invisibility of their contribution to society and stereotyping of their behaviour.

The textbooks, in effect have upheld the message of male dominance instead of fostering the idea of basic equality between sexes. Instead of freeing the individual from conformity to traditional sex roles, the textbooks strengthened a sex based division of labour in which men were decision makers and women their supporters.

In the traditional model, a woman was chastised for disagreeing with the male. Often, the male's right to dominate decision making is derived from his sex role prerogatives rather than from his problem-solving capacity. Women are socialised into compliance by command and dependence upon male approval. By training females for self-abnegation from early childhood, the textbooks actually promote the desirability of female subservience.

The nature of available male support determines a woman's social existence. Most girls are taught to depend

upon males not only for economic support but also for guidelines on how far to study and when to marry. In the traditional model, home maintenance was considered the major responsibility of females. The textbooks also judged a woman's success by her proficiency at household chores. It basically promoted an ideology which refused a woman equal access to opportunities and reward.

Gender bias of this nature at the school level basically serves to justify social structures that deny a woman an equal access to legitimate opportunities and rewards in areas where sex is a totally irrelevant criterion. It further supports conditions which socialise only one sex into the market place and achievement oriented leadership patterns, while limiting the role of the "weaker sex". Altogether, the overall stance of the textbooks was decidedly patriarchal and in favour of the male.

Education for women's equality is a vital component of the overall strategy of securing equity and social justice in education. It should be incumbent on all actors, agencies and institution in the field of education at all levels to be gender sensitive and ensure a rightful share for women in all educational programmes and activities.

Gender discrimination, therefore, becomes an obstacle to achieving universalisation of education. Hence the removal of gender bias and gender discrimination in textbooks would be one of the first steps in bringing about a change in the status of women. A changed status would

bring about a change in the attitude to women's education. The deep foundations of equality of sexes are ingrained through a process of socialisation. Textual materials should, therefore, reflect the new emerging values in the selection of thematic content, written in a bias-free language and properly illustrated. Language of literature cannot be prescribed but it is possible to select and write books that promote equality between men and women. Hence, what should be important is the manner in which themes should be able to develop and raise the self-concept, self-esteem, independent thinking/behaviour and self-help capacities of a girl child. It is equally important to realise that the agents of socialisation are not only parents but also the school, mass media and school teachers. They lay the very foundation of education which determine discrimination and gender bias. If education is to promote equality of women, it must make a deliberate and planned effort so that the new values of equality can replace the traditional value system.

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